



Literacy, Language and Learning Initiative

FY15 Q3 Report Annexes
(April-June 2015)



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Annex 1: Report on L3 senior mentor training



L3 INITIATIVE



Activity Report - REB Senior Mentors training

*Caf
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mata, Bugesera District

May 18th to 19th, 2015

Acronyms

L3: Literacy, Languages and Learning

EDC: Education Development Center

REB: Rwanda Education Board

TDM: Teacher Development and Management

RNUD: Rwanda National Union for the Deaf

CPD: Continuous Professional Development

SBMs: Senior Based Mentors

M&E: Monitoring and Evaluation

Background

The primary role of the School-Based Mentor is to help teachers improve

- English-language skills and
- Pedagogy (learner-centered teaching) skills.

Since 2013, the SBMs have received training, technology and resources from the L3 initiative to enable mentors to achieve these goals. The L3 initiative enables the mentoring community to provide regular sustained professional development using coaching, mentoring, lesson observations and self-directed video learning modules that emphasise how to improve literacy and numeracy skills through learner centred teaching in Rwandan primary schools. The L3 training has a general theme of “Transforming classrooms”. Training and resources are delivered directly to senior mentors and cascaded to the school-based mentors, who in turn facilitate training to teachers in their school.

Rationale

In October 2014, the L3 Initiative conducted the Rwanda National Reading and Mathematics Assessment Baseline Report in 30 districts. The results for both oral reading fluency and mathematics showed very diverse classrooms, with some students performing at grade level and a very substantial proportion of students falling significantly below grade level. To address this challenge, teachers need to regularly conduct formative assessments specific to the foundational skills being taught, and be equipped with strategies and materials to provide ongoing remediation to students who have not yet mastered those skills.

On May 18th and 19th 2015, L3 organized the fourth phase of transforming the classrooms for senior mentors in Café de Nyamata, Bugesera district under the theme “Helping all children achieve – using assessment and differentiation to respond to children’s education needs”. The following objectives were covered during this two-day training:

- Enhance participants understanding of the use of diagnostic assessments
- Introduce mentors to differentiation strategies as way of making L3 materials more inclusive
- Discuss and identify basic strategies to support ALL learners
- Provide senior mentors with skills to identify students with special needs
- Propose a training schedule for the remaining school year
- Review available monitoring forms and plan on the best ways mentors reports should be accurately documented and sent on time
- Review technology guidelines and plan on measures to avoid loss and theft

The training was facilitated by L3 in collaboration with Rwanda Education Board, Teacher Development and Management Department (REB -TDM); ICT in Education and Open Distance and e-learning department (REB – ICT); and Rwanda National Union for the Deaf (RNUD). L3 appreciates the support of the following individuals who facilitated different sessions on behalf of their institutions.

Facilitators from Rwanda National Union for the Deaf (RNUD)

1. Theophile Binama, Sign Language Coordinator
2. Abdenedo Kiptoe, Sign Language Education Advisor

Facilitators from Rwanda Education Board

1. Damian Ntaganzwa: Head of Department, Teacher Development and Management Department (TDM)
2. Antoine Mutsinzi: Acting Director, Teacher Development and Training Unit (TDM)
3. Yves Ishema, Digital Content Specialist, ICT in Education Department

Opening Ceremony

The training was officially opened by L3 Deputy Chief of Party, Solange Muntezintare who congratulated the senior mentors on their efforts to boost the literacy and numeracy in Rwanda primary schools.

Sessions Covered

After the training was officially opened, sessions planned for days one were all covered as planned. The following is a list of sessions covered during the training as they happened.

On day 1:

1. Promoting inclusive education in classrooms – Starter Activity
2. What does inclusion mean? Think, pair, share
3. Presentation of the Rwanda National Reading And Mathematics Assessment Baseline Report
4. The importance of assessment in the L3 Program
5. Introduction to Inclusive Education
6. Promoting inclusive education for children with special education needs
7. Presentation by Rwanda National Union for the Deaf

On day 2:

1. Signs of impairment and actions teachers can take to address them
2. Reporting to L3 using Data winners mobile collection service
3. Using L3 video modules on best literacy and numeracy practices as CPD sessions
4. Planning senior mentors' training schedule with L3 provincial coordinators
5. Teacher training and SBMs management
6. REB Technology management guidelines and troubleshooting technology challenges

Key messages from training sessions

Inclusion

- Education services should take into account diverse needs of children who are enrolled in schools.
- Every child has unique characteristics, interests, abilities and learning needs
- All children have the right to a quality education.
- Children in every classroom progress at different paces; therefore, it is the teacher's responsibility to give children appropriate support they need to help them function at the best possible way.
- All teachers need to know how to identify different signs of impairment and possible actions to take to help children with impairment learn.

Assessment

- Classroom-based assessment must be efficient so that they interrupt teaching and learning as little as possible.
- They must help teachers teach more effectively and learn more effectively.
- Must help teachers articulate their understandings of their students to external audiences.

Rwanda National Reading and Mathematics Assessment baseline results

EDC L3 conducted a reading and mathematics assessment to establish a baseline of students' competencies in reading and math in P1, P2 and P3 for L3 project; to provide REB with information about student achievement and to collect contextual data on schools and classrooms. Overall summary of the assessment results:

- Large proportion of students are still developing basic reading and math skills.
- Most schools have students with zero scores as well as students read and do math on grade level.

- Overage students performed worse than students of grade-appropriate age.
- Students perform better in schools closer to Kigali City, and in urban districts than in rural districts.
- Schools have more students per teacher in earlier grades; fewer students are enrolled in higher grades.



As teacher trainers, senior mentors got an image of the teaching and learning situation in Rwandan schools. This is very useful as senior mentors continue to plan the training of teachers having the real picture of students' performance in mind.

Rwanda Education Board presentations

1. Teacher Training and SBMs Management

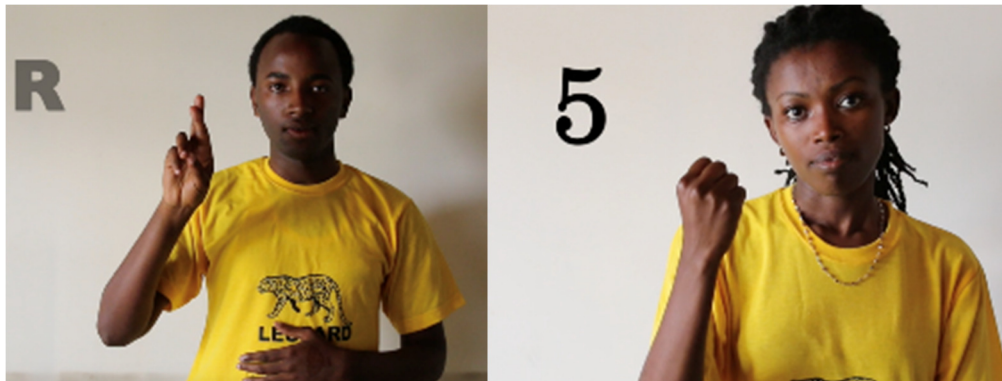
- Senior mentors were reminded that they represent Rwanda Education Board in the districts; therefore, they should enrich their relationships with local education stakeholders, particularly school head teachers
- As teachers trainers, senior mentors were briefed on the competence-based curriculum and their role during curriculum dissemination and implementation
- As managers of school-based mentors in the districts, they should ensure that they submit SBMs reports on time and notify REB in case there is a mentor who has left his/her job for any reason.
- Senior mentors were advised to continue working hard to ensure that when they leave, they would leave a good legacy; a legacy of a transformed life.

2. REB Technology management guidelines and troubleshooting technology challenges

- Senior mentors received a refresher on Rwanda Education Board Technology Management Guidelines to remind them what schools should do in case of loss or theft of school technology.
- A troubleshooting session was organized for senior mentors whose netbooks had some technical difficulties.
- Contacts of REB ICT staff who can assist SBMs in matters related to ICT support

Rwanda National Union for the Deaf

- Senior mentors were reminded the importance of sign language in everyday life, not only for the deaf or people with disabilities but also, for each and every person.
- Senior mentors were introduced to basic notions of sign language and practiced some of the signs like greetings, writing their names, etc.



Reporting to L3 using Data winners mobile data collection service

- Senior mentors received the report on SBMs report that were sent to L3 during the second quarter of 2015
- The report showed that in some districts, only a few mentors have reported
- Reporting forms were reviewed and senior mentors practiced filling the forms
- Senior mentors were requested to cascade the training to the SBMs in their districts and sensitize them to report all trainings, coaching and lessons observations they conduct at their schools on L3 using data winners.
- L3 M&E team contacts were shared with senior mentors. They were encouraged to share those contacts with the mentors and to call whenever they face any challenge reporting.

Using L3 video modules on best literacy and numeracy practices in CPD sessions with the mentors and planning a training schedule with L3 provincial coordinators

- Senior mentors were reminded of the importance of using video based training materials
- The list of L3 video modules on best literacy and numeracy practices were shared with the mentors **(Annex 2)**
- The facilitators demonstrated how video modules are used during training sessions
- In their respective regions, senior mentors in collaboration with L3 regional coordinators planned together a schedule for training school-based mentors using L3 video modules on best literacy and numeracy practices **(Annex 3)**
- As part of their regular duties, L3 Regional Coordinators will follow up senior mentors training of SBMs on the use of L3 video modules

Closing ceremony

The training was officially closed on May 19, 2015 by Damian Ntaganzwa, Head of Department, Teacher Development and Management.

In his remarks, Mr. Ntaganzwa expressed his gratitude to EDC L3 that support Rwanda Education Board training senior mentors on best literacy and numeracy practices that are cascaded all the way down to teachers that embed new practices in their daily teaching activities. He also requested senior mentors to continue to do the same by cascading down the information they received on – Helping all children achieve – using differentiation to respond to all children’s education needs. He reminded senior mentors that they will be involved in the dissemination of the competence-based curriculum and requested them to continue showing their dedication and enthusiasm to the work they do facilitating training at district level on behalf of Teacher Development and Management Department. Responding to the mentors concerns about the expiration of their contracts, Mr. Ntaganzwa assured senior mentors that TDM in collaboration with district education stakeholders is evaluating the work of senior mentors and based on the results from the evaluation, contracts of those who qualify will be renewed. He concluded his presentation by reminding senior mentors that REB and TDM in particular takes the issue of the mentors who desert their jobs and take with them technology materials. He informed them that strong measures will be put in place to ensure that those responsible for stealing school technologies. He finally declared the training officially closed by thanking all the participants who have attended the training and all the facilitators who worked hard to make the training a success.

Questions raised

Senior mentors raised the issue of transport allowance that is not enough. Transport rates were decided in 2013 when the training of senior mentors started and might not apply to today rates.

Anti-virus renewal: Senior mentors expressed concerns of having their anti-virus renewed since some head teachers have refused to purchase anti-virus for netbooks after the expiration for the one which was installed during the netbooks and pico projectors distribution. Senior mentors were reminded that netbooks are schools materials and schools are responsible to purchase license to renew anti-virus as it is the case of replacing damaged or lost school technology. However, it remains a challenge to SBMs' work when head teachers refuse to renew anti-virus in the netbooks.

Recommendations for the way forward

More training on special needs education is needed to ensure that teaches know how to differentiate their learning to cater for students with special needs and disabled learners.

Parents and community at large should be sensitized on how they can support children with special needs by receiving training on how to support them at home and changing attitudes towards impairment so that they can send them to schools and treat them like any other child at home.

Annex 1: L3 Facilitators

1. Chantal Uwiragiye, Regional Coordinator, Central region
2. Albert Iyakare, Regional Coordinator, Northern region
3. Jean Claude Nshimiyimana, Regional Coordinator, Western region
4. Françoise Uwumukiza, Regional Coordinator, Eastern region
5. Jean Marie Robert Ndayishimiye, Regional Coordinator, Southern region
6. Protogene Ndahayo, Programs Implementation Coordinator
7. Bugingo K. Dieudonne, M&E Manager
8. Simbizi Placide, M&E Coordinator
9. Kabanda Clovis, M&E Database Management Specialist
10. Amani Jean Paul, IT Assistant

Annex 2: L3 interactive video modules on best literacy and numeracy practices

| | |
|--|--|
| <p>Resource Pack (A)</p> <p>12 videos</p> | <p>A1. Teaching children how to read</p> <p>A2. Classroom management</p> <p>A3. Continuous Assessment</p> <p>A4. Knowledge and practice of letter names and sounds</p> <p>A5. Strategies for teaching children to read</p> <p>A6. Vocabulary Development in Kinyarwanda classrooms</p> <p>A7. Learning to read</p> <p>A8. Strengthening comprehension skills and reading in Kinyarwanda</p> <p>A9. Supporting guided reading</p> <p>A10. Supporting independent reading</p> <p>A11. Creating, using, and maintaining print-rich environment in your classroom</p> <p>A12. Early grade writing instruction Handwriting and Beyond</p> |
| <p>Resource Pack (B)</p> <p>5 videos</p> | <p>B1. Learning to read and write in the second language classroom</p> <p>B2. Video (letter names and sounds)</p> <p>B3. Using the L3 materials in your classroom</p> <p>B4. Strategies for vocabulary development in the English language classroom</p> <p>B5. Vocabulary in the English Language Classroom</p> |
| <p>Resource Pack (C)</p> <p>6 videos</p> | <p>C1. Becoming the instructional leader of your school Strategies and approaches</p> <p>C2. Improving outcomes for learners by strengthening good practice in the classroom</p> <p>C3. Using staff and resources to prioritize teaching and learning</p> <p>C4. Improving outcomes for the learner by making the most of your school-based mentor</p> <p>C5. Improving learning outcomes through links with parents and the community</p> <p>C6. Improving outcomes for learners through setting goals and tracking progress</p> |

Math video

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|-------------------|----------------------------|
| Math video module | L3 Best Numeracy Practices |
|-------------------|----------------------------|

Demonstration videos on the use of L3 materials

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|--------------------------|--|
| Six demonstration videos | <ol style="list-style-type: none">1. Kinyarwanda Training Support2. English Training Support3. Math Training Support4. Introduction video5. Phone and speaker demo - Kinyarwanda6. Phone and speaker demo - English |
|--------------------------|--|

Annex 3: A schedule for training school-based mentors using L3 video modules on best literacy and numeracy practices by region

SOUTHERN REGION

| MONTH | DATE | CONTENT |
|------------------|------------------------|--|
| MAY 2015 | 29th | Cascade of the fourth phase of senior mentors training “Helping ALL Children Achieve – Using differentiation to respond to all children’s education needs” |
| JUNE 2015 | 12th | <ul style="list-style-type: none"> - L3 video module A1: Teaching children how to read. - L3 video module A4: Knowledge and practice of letter names and sounds. - L3 video module A5: Strategies of teaching children to read. |
| | 26th | <ul style="list-style-type: none"> - L3 video module A6: Vocabulary development in Kinyarwanda. - L3 video module A8: Strengthening comprehension skills and reading. - L3 video module A9: Supporting guided reading - L3 video module A10: Independent reading |
| JULY 2015 | 10th | <ul style="list-style-type: none"> - L3 video module A11: Creating, using and maintaining a print rich environment in your school. - L3 video module A12: Early grade writing instruction, handwriting and beyond. |
| | 24th | <ul style="list-style-type: none"> - L3 video module B1: Learning to read and write in a second language classroom. - L3 video module B4: Strategies for vocabulary development in the English Classroom. - L3 video module B5: Vocabulary in English |

EASTERN REGION

| MONTH | DATE | CONTENT |
|-----------|------------------|---|
| MAY 2015 | 29 th | - L3 video module A1: Teaching children how to read. |
| | | - L3 video module A4: Knowledge and practice of letter names and sounds. |
| | | - L3 video module A7: Learning to read |
| | | - L3 video module B2: Letter names and letter sounds |
| JUNE 2015 | 12 th | - L3 video module A3: Continuous assessment - L3 video module A12: Early grade writing instruction handwriting and beyond - L3 video module B1: Learning to read and write in the second class classroom - L3 video module C3: Using staff and resources to prioritize teaching and learning |
| | 26 th | - L3 video module A6: Vocabulary development in Kinyarwanda. - L3 video module A8: Strengthening comprehension skills and reading. - L3 video module B4: Strategies for vocabulary development in the English language classroom - Vocabulary in the English language classroom |
| JULY 2015 | 10 th | - L3 video module: L3 Best Numeracy Practices - L3 video module A11: Creating, using, maintaining print-rich environment in your classroom B3: L3 video module B3: Using L3 materials in your classroom |
| | 24 th | - L3 video module A5: Strategies for teaching children to read - L3 video module A9: Supporting guided reading - L3 video module A10: Supporting independent reading - L3 video module C3: Using staff and resources to prioritize teaching and learning |

| | | |
|--------------------|------------------------|---|
| AUGUST 2015 | 28th | <ul style="list-style-type: none"> - L3 video module A2: Classroom management - L3 video module C1: Becoming the instructional leader of your school strategies and approaches - L3 video module C2: Improving outcomes for learners by strengthening good practice in the classroom - L3 video module C4: Improving outcomes for the learner by making the most of your school-based mentor - L3 video module C5: Improving learning outcomes through link with parents and the community |
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CENTRAL REGION

| MONTH | DATE | CONTENT |
|------------------|------------------------|--|
| MAY 2015 | 29th | <p>Cascade of the fourth phase of senior mentors training</p> <p>“Helping ALL Children Achieve – Using differentiation to respond to all children’s education needs”</p> |
| JUNE 2015 | 12th | <p>L3 video module A4: Knowledge and practice of letter names and letter sounds</p> <p>L3 video module B2: Letter names and letter sounds</p> |
| | 26th | <p>L3 video module A11: Creating, using and maintaining print rich environment in Classroom</p> <p>L3 video module B3: Using L3 Materials in Classroom</p> |
| JULY 2015 | 10th | <p>L3 video module A5: strategies for teaching children to read.</p> <p>L3 video module A1: Teaching children how to read.</p> |
| | 24th | <p>L3 video module B4: Strategies for vocabulary development in the English language classroom.</p> <p>L3 video module B5: Vocabulary in the English language classroom.</p> |

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|-----------------------|------------------------|---|
| AUGUST 2015 | 28th | L3 Math video module: L3 best numeracy practices |
| SEPTEMBER 2015 | 11th | L3 video module A9: Supporting guided reading. L3 video module A10: supporting independent reading. |
| | 25th | L3 video module C2: Improving outcomes for learners by strengthening good practices in the classroom. L3 video module C3: using staff and resources to prioritize teaching and learning. L3 video module C4: Improving outcomes for learners by making the most of your SBMs. |
| OCTOBER 2015 | 9th | L3 video module C1: Becoming the instructional leader of your school strategies and approaches. L3 video module C5: improving learning outcomes through link with parent and the community. L3 video module C6: improving learning outcomes for learners through setting goals and tracking progress. |

NORTHERN REGION

| MONTH | DATE | CONTENT |
|------------------|------------------------|---|
| MAY 2015 | 29th | Cascade of the fourth phase of senior mentors training “Helping ALL Children Achieve – Using differentiation to respond to all children’s education needs” |
| JUNE 2015 | 5th | - L3 video module A3: Continuous assessment - L3 Math video module: L3 best numeracy practices |
| | 26th | - L3 video module A2: Classroom management - L3 video module C2: Improving outcomes for learners by strengthening good practices in the classroom. |

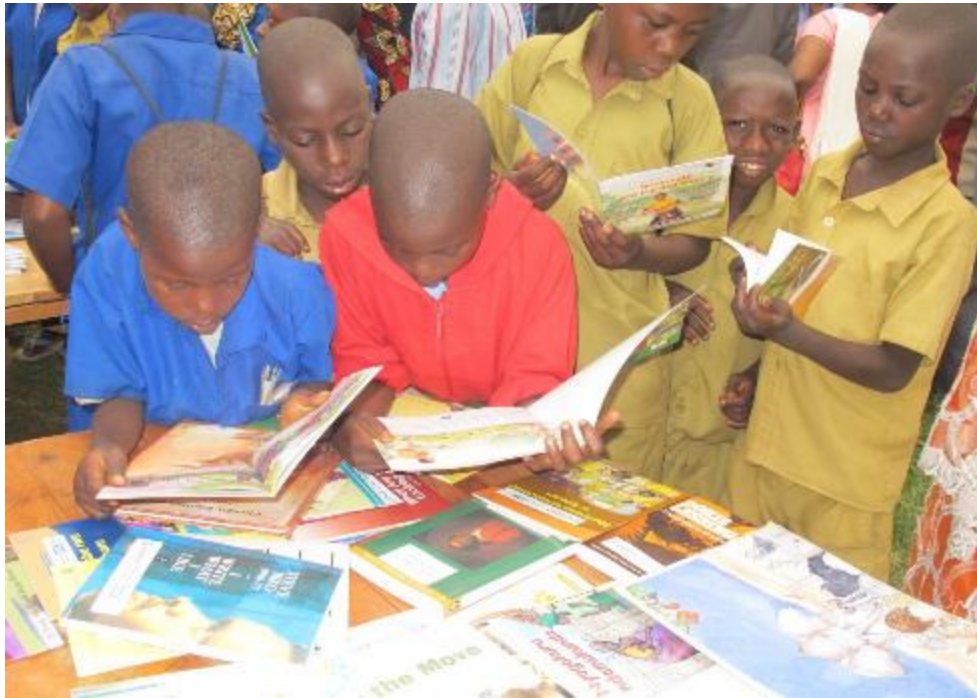
| | | |
|-----------------------|------------------------|---|
| | | - L3 video module A11: Creating, using and maintaining print rich environment in Classroom. |
| JULY 2015 | 10th | - L3 video module B1: Learning to read and write in the second language classroom - L3 video module B2: Video (Letter names and sounds). - L3 video module B4: Strategies for vocabulary development in the English language classroom. |
| | 24th | - L3 video module A1: Teaching children how to read. - L3 video module A5: strategies for teaching children to read - L3 video module A9: Supporting guided reading. |
| AUGUST 2015 | 28th | - L3 video module B3: Using L3 Materials in Classroom. - L3 video module B5: Vocabulary in the English language classroom. - L3 video module C6: improving learning outcomes for learners |
| SEPTEMBER 2015 | 11th | L3 video module C1: Becoming the instructional leader of your school strategies and approaches. |
| | 25th | - L3 video module C3: using staff and resources to prioritize teaching and learning. - L3 video module C4: Improving outcomes for learners by making the most of your SBMs. - L3 video module C6: Improving outcomes for learners through setting goals and tracking progress |
| OCTOBER 2015 | 9th | - L3 video module A8: Strengthening comprehension skills and reading in Kinyarwanda - L3 video module A10: supporting independent reading. - L3 video module A12: Early grade writing instruction handwriting and beyond |

WESTERN REGION

| MONTH | DATE | CONTENT |
|------------------|------------------------|---|
| MAY 2015 | 22th | Cascade of the fourth phase of senior mentors training “Helping ALL Children Achieve – Using differentiation to respond to all children’s education needs” |
| | 29th | L3 video module A4: Knowledge and practice of Letter names and Letter sounds. L3 video module B2: Video (Letter names and sounds). L3 video module A1 : Teaching children how to read |
| JUNE 2015 | 12th | L3 video module A5 : Strategies for teaching children to read L3 video module A7: Learning to read L3 video module A9:Supporting guided reading L3 video module A10: Supporting independent reading |
| | 19th | L3 video module A5: strategies for teaching children to read. L3 video module A1: Teaching children how to read. L3 video module A2: Classroom management L3 video module A3: Continuous assessment |
| JULY 2015 | 10th | L3 video module A6: Vocabulary development in Kinyarwanda Classrooms L3 video module A11:Creating, maintaining and using print –rich environment in your classroom L3 video module A12: Early grade writing instruction handwriting and Beyond L3 video module A8: Strengthening comprehension skills and reading in Kinyarwanda |
| | 17th | L3 video module B1:Learning to read and write in the second language classroom L3 video module B4: Strategies for vocabulary development in the English language classroom L3 video module B5:Vocabulary in the English language classroom |

| | | |
|-----------------------|------------------------|--|
| AUGUST 2015 | 21st | <p>L3 video module C2: Improving outcomes for learners by strengthening good practices in the classroom.</p> <p>L3 video module C1: Becoming the instructional leader of your school strategies and approaches.</p> <p>L3 video module C3: using staff and resources to prioritize teaching and learning.</p> |
| SEPTEMBER 2015 | 11th | <p>L3 video module C4: Improving outcomes for learners by making the most of your SBMs.</p> <p>L3 video module C5: improving learning outcomes through link with parent and the community</p> <p>L3 video module C6: improving learning outcomes for learners through setting goals and tracking progress.</p> |
| | 18th | L3 Math video module: L3 best numeracy practices |

Annex 2: CLNVP final report



COMMUNITY LITERACY AND NUMERACY VOLUNTEER PROGRAM (CLNVP)

FINAL REPORT

MAY 2013 – DECEMBER, 2014



USAID
FROM THE AMERICAN PEOPLE



Program Overview

The Community Literacy and Numeracy Volunteer Program (CLNVP) was established to support children, especially those in P1 to P4, in developing their literacy and numeracy skills outside the classroom. The program uses interactive activities such as reading stories aloud and playing math games and aims to support all learners, especially those who are struggling or reluctant.

The pilot initiative is one component of the USAID-funded Literacy, Language and Learning (L3) Initiative, implemented by Education Development Center (EDC), to strengthen teaching and learning in Rwanda so that children leave primary school with solid literacy and numeracy skills. EDC awarded Never Again Rwanda (NAR) a subgrant for the implementation of the pilot program in Bugesera district in 20 schools in the sectors of Shyara, Nyarugenge, Ngeruka, Mareba, and Ruhuha.

ACRONYMS

| | |
|---------|--|
| CLNVP | Community Literacy and Numeracy Volunteer Program |
| CML | Community Mobile Library |
| CV | Community Volunteer |
| DEO | District Education Officer |
| EDC | Education Development Center |
| L3 | Literacy, Language and Learning Initiative |
| MINEDUC | Ministry of Education |
| NAR | Never Again Rwanda |
| P1 | Primary One |
| P4 | Primary Four |
| REB | Rwanda Education Board |
| SEO | Sector Education Officer |
| USAID | United States Agency for International Development |
| VSO | Voluntary Service Overseas |

1. Executive Summary

This report details the Community Literacy and Numeracy Volunteer Program (CLNVP), which was piloted in five sectors of Bugesera district from May 2013 to December 2014. Prior to launching the program, existing community and literacy initiatives were reviewed and local stakeholders were consulted. A handbook for community volunteers and training manual were developed. Community volunteers were recruited and selected by a panel of NAR staff and local officials. The 30 selected volunteers were then trained on conducting community volunteer sessions and provided with bicycles and cell phones to facilitate their work.

On February 20, 2014, the program was officially launched and community volunteer sessions began. NAR met regularly with volunteers to provide support. On average, 2,274 children were attending the sessions.

Overall, the program was a success, and it is recommended that this pilot program be expanded nationwide, ensuring that more children are able to develop their literacy and numeracy skills through engaging, enjoyable games and activities.

II. Program Planning

2.a Review of existing literature, materials, and activities

At the initial stage of the program, NAR held consultations with relevant stakeholders to review existing materials and initiatives for community development and literacy promotion. NAR worked closely with the L3 technical team to understand the L3 literacy program.



Figure 1 From left EDC/L3 Kinyarwanda Task Leader Caroline explaining to NAR project staff how L3 instructional materials are used.

2.2 Meetings with local stakeholders

To ensure local ownership from the start of the program, consultations and meetings were held with the Bugesera District Education Officer (DEO) and the Sector Education Officers (SEOs) and head teachers from the schools and sectors concerned. At these meetings, the CLNVP was introduced and collaboration with community members and recruitment of volunteers was discussed.



Figure 2 From left, Bugesera DEO Gatsinzi Johnson, Eric Mahoro NAR Programs Director together with SEOs



Figure 3 From Left: GS Shyara Director of Studies, Project Training advisor Omar Ndizeye NAR programs Director Eric Mahoro, 3 Teachers, NAR project field coordinator and Shyara Sector Education Officer (SEO).

2.3 Developing CLNVP materials and recruitment of community volunteers

The Community Volunteer Training Manual, a training plan, and terms of reference and contracts for community volunteers were developed from July to September 2013. Advertisements were posted in communities seeking applications to the program. The program received 219 applicants; 44 from Nyarugenge, 37 from Ruhuha, 41 from Ngeruka, 38 from Shyara, and 59 from Mareba sector. A selection committee of NAR staff, an SEO, and Head Teacher representative chose 30 applicants to be community volunteers.

2.4 Training of Community Volunteers

The 30 community volunteers were trained from December 16-19, 2013. The training focused on preparing the volunteers to conduct sessions for story reading and math games to support children to develop their literacy and numeracy skills in an engaging way outside the classroom.

Community Volunteers learned that they are responsible for:

- Facilitating effective learner-centered reading sessions for children in the community
- Supporting struggling learners to improve their reading skills
- Facilitating math games to build the learners critical thinking skills and ability to find mathematical solutions through play
- Mobilizing parents and local leaders to foster an interest in literacy and numeracy through *umuganda* and home visits
- Managing Community Mobile Library (CML) resources (if available)

Volunteers received bicycles and cell phones to facilitate their work.



Figure 4 Community Volunteers at the closing day of the CLNVP Training

2.5 Partnership with Voluntary Services Overseas (VSO)

As an agreement between EDC and VSO in January 2014, a VSO volunteer joined NAR to support project management until July 2014.

2.6 Official launch of the CLNVP

The official launch of the CLNVP was attended by many stakeholders on February 20, 2014. Representatives from EDC and REB, four head teachers, the Ruhuha SEO and Executive Secretary, NAR and the community volunteers were in attendance.



Figure 5 Minister of Education learning about the CLNVP



Figure 6 A community volunteer receiving a certificate at the launch

III. Implementation

3.1 Volunteer sessions

Every weekend during term and two weekdays during school holidays, volunteers held literacy and numeracy sessions. On average, 2,274 children were attending. At the sessions, volunteers supported children in reading stories from the L3 student books and read aloud stories and from books in the community library.

Children sat in groups of 2 to 10 children for the reading activities. Some of these activities included the volunteer reading aloud to children, while engaging them by asking them questions before, during and after reading, shared reading among children, group guided reading, and independent reading. Children were encouraged to summarize stories in their own words, dramatize parts of the story, and discuss how the story related to their own lives and experiences. Children also played various games at each session, including mathematics games played with dice.

This brought a great awareness in the community about the role of reading. From March 2014 to December 2014, over 40 literacy sessions were conducted outside school hours within 20 schools in five sectors.



Figure 7 A community literacy volunteer with children in Ngenda Primary



Figure 8 Children in reading session in Murambi primary school

3.2 Meetings with community volunteers

Feedback meetings between NAR and the community volunteers were held twice a month. These meetings served as a forum for support, idea sharing, and discussion of progress and challenges. Volunteers were provided with forms to record data from the sessions.

Volunteers also requested training on L3 materials. Because up to 3,000 children were attending sessions, volunteers raised concerns about having sufficient books to keep all children engaged during the sessions.

3.3. Community Mobile Library (CML)

One challenge that the program faced was having adequate resources to carry out the sessions. In March 2014, L3 provided NAR with a community mobile library (CML), which was established at GS Ruhuha. The library collection contains 975 books, 144 of which are in Kinyarwanda. Following the close of the CLNVP, the library remains in the community, providing community members with interesting reading materials.

IV. CLNVP Monitoring and Evaluation

In March, a meeting was held with the EDC M&E department and NAR project staff to discuss the monitoring and evaluation of the CLNVP. M&E tools were developed, and community volunteers were trained on their use.

NAR collected the forms and entered the data and provided follow up training for volunteers on the use of the forms. NAR also regularly analyzed the data and provided feedback to volunteers.



Figure 9 Observing a volunteer session

During the project, NAR project staff made an appointed observation field visit. The session was managed by two community volunteers, and 341 children were in attendance.

The children were sitting in groups of no set numbers (approx. 20 children) with one L3 book per group. They sat in lines with the reader standing at the front. The lead child in each group was reading and then the other children were repeating what was being read.

Six parents attended the session. They commented that they were keen and interested to see their children learn, and were happy that the project was available out of school hours.

It was suggested that mathematical games be incorporated into all the sessions.

V. Challenges and Mitigations

In conducting this pilot program, NAR faced a number of challenges. As previously mentioned, it was difficult to conduct sessions for such a large number of children with limited resources. With the nationwide distribution of L3 instructional materials and the opening of an L3 CML in the community, the volunteers had sufficient materials to use with the children.

There was also a lack of support from some parents and local leaders. NAR and volunteers sensitized parents and community on the importance of the sessions and of supporting children with their learning. The volunteers also involved church leaders and Sector Education Officers in sensitizing the community about the program.

Some children in the program were hearing impaired. NAR advised community volunteers to place these children in the front of the group and to use visual aids to support them.

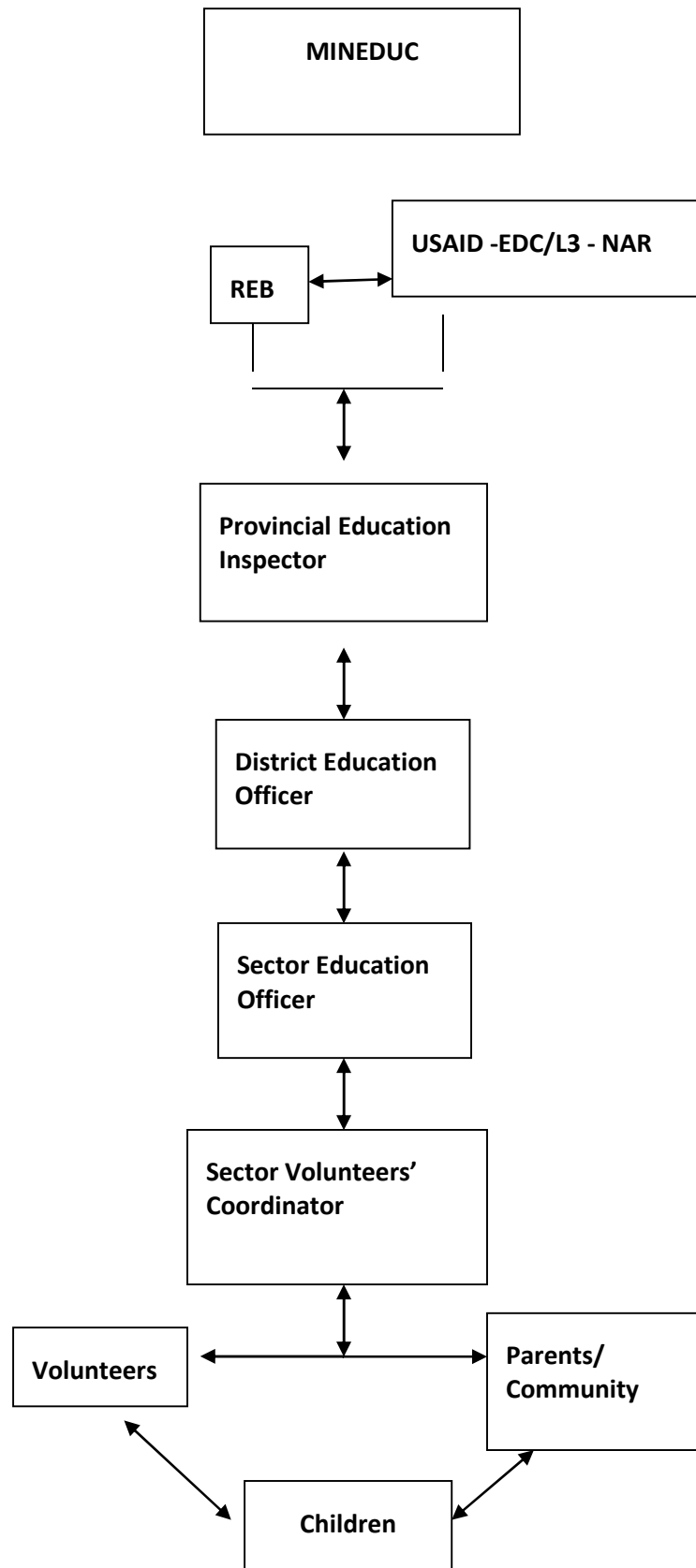
VI. Recommendations for the way forward

In order to increase the culture of reading in Rwandan children, the following are recommended:

- REB should expand the CLNVP countrywide through national education structures. Where possible the 30 volunteers involved in the pilot phase can mentor new community volunteers.
- REB should put in place different mechanisms to encourage the culture of community education volunteerism at the local level. e.g. Initiate a National Education Volunteer day and annual Community Education Volunteers retreat to allow networking and knowledge sharing among volunteers, and adopt a national volunteerism policy to guide this process.
- REB should regularly sensitize parents about the importance of reading stories through platforms such as *umuganda* on a quarterly basis.
- School head teachers should open school libraries regularly to enable community literacy volunteers to borrow books for community literacy and numeracy sessions.
- REB should encourage head teachers to introduce story reading time every day before the start of other class activities.
- To foster a reading culture, SEOs in partnership with community volunteers and local partners should organize reading competitions and activities during school holidays.

Recommended National Community Literacy and Numeracy Volunteer Structure

The following is a structure of the CLNVP at the national level:



VII. Conclusion

The CLNVP pilot was a great success and attracted many children, demonstrating children's interest in learning outside the classroom. The program should be expanded across the country to allow other children the opportunity to develop their literacy and numeracy skills through engaging, enjoyable games and activities.

NAR, through its Governance and Rights Program, is committed to work with different partners to extend this program and ensure that a culture of reading and learning flourishes in communities across the country.

Annex 3: TTC Soccer Newsletter

Premier League News – Weekend 2nd and 3rd of May 2015

| Team | P | W | D | L | Pts |
|-------------------|----|----|---|----|-----|
| Chelsea | 35 | 25 | 8 | 2 | 83 |
| Manchester City | 35 | 21 | 7 | 7 | 70 |
| Arsenal | 33 | 20 | 7 | 6 | 67 |
| Manchester United | 35 | 19 | 8 | 8 | 65 |
| Liverpool | 35 | 18 | 7 | 10 | 61 |

P: Played – bwakinnye, **W:** Won - bwatsinze **D:** Draw – bwanganyije

L: Lost - bwatsinzwe, **Pts:** Points - amanota

Chelsea 1 Crystal Palace 0

Chelsea are the champions. Hazard, the Player of the Year, scored the only goal in the game. It was a penalty. Speroni saved the penalty but the ball came back to Hazard and he scored. Costa and Remy are still injured so Drogba started for Chelsea. Chelsea are not as strong when Costa is not playing but they did what they needed to win the championship

Manchester United 0 West Brom 1

United what is happening? Since they beat Liverpool, Manchester United have lost 3 matches. Van Gaal still has problems in his team. Now they cannot score. The West Brom goalkeeper saved a penalty from Van Persie. West Brom scored with their only opportunity in the game. United missed many opportunities.

Liverpool 2 QPR 1

Stephen Gerard scored the goal to win this game in the 87th minute. Gerard also missed a penalty. It will be difficult for Liverpool to get 4th place with

only 3 games to play. Manchester United are not playing well but Liverpool have lost too many games recently.

| English | Kinyarwanda | English | Kinyarwanda |
|----------------------|-------------|---------------------|----------------|
| champions | abatsinzi | player | umukino |
| year | umwaka | he scored | aratsinze |
| only | gusa | goal | igitego |
| he started | aratangiye | they are not strong | ntakomeye |
| he is not playing | ntarakina | but | ariko |
| they did | bakoze | they needed | bagombye |
| championship | shampiyona | what is happening | byagenze bite? |
| since | ubwo | they beat | batsinze |
| they have lost | batsinzwe | matches | imikino |
| problems | ibibazo | team | ikipe |
| now | none | they cannot | Ntibashobora |
| goalkeeper | umunyezamu | he saved | akomye |
| penalty | penaliti | opportunity | ihirwe |
| they missed | baburze | opportunities | amahirwe |
| it will be difficult | azagora | to get | gufata |
| to play | gukina | recently | hambere |

Kuba – To Be**Kugira – To Have**

| Kinyarwandan | English | | Kinyarwandan | English |
|---------------------|----------------|--|---------------------|-----------------|
| Ndi | I am | | Mfite | I have |
| Uri | You are | | Ufite | You have |
| Ari | He is / She is | | Afite | He has /She has |
| Turi | We are | | Mufite | We have |
| Muri | You are | | Dufite | You have |
| Bari | They are | | Bafite | They have |

Annex 4: Minutes of the April L3 steering committee meeting

The Literacy, Language and Learning Initiative (L3) Steering Committee

Minutes of the Meeting

15th April 2016 3:30 pm – 5:45 pm

Present: Janvier Gasana Director General REB co-chair, Richard Trewby L3/EDC co-chair, David Rurangirwa USAID, Emile Rudasingwa USAID, Kingsley Arkorful L3/EDC, Mary Sugrue L3/EDC, Vincentia Nyangoma REB, Gerard Rutali, REB, Eric N. Kimenyi, REB, Anacet Kibiriga REB, Peter M. Mujiji REB, and Désiré Mazimpaka REB.

Apologies: Dr. Joyce Musabe REB, Damian Ntaganzwa REB, Emmanuel Muyunyi REB, and Solange Ngoga L3/EDC.

1. Welcome and apologies

The Director General of REB (DG) welcomed the steering committee members. He noted that some committee members were unable to attend as they were committed to other events that REB had organised. He also congratulated Kingsley Arkorful on his appointment as Chief of Party of the L3 initiative.

2. Minutes of first steering committee meeting held October 14th 2014

Emile Rudasingwa, requested an update from REB on their plans to takeover teacher training in school without mentors from July 2015 as detailed in the previous minutes.

Agreed: Committee members need time to read the minutes. Any amendments, suggestions, should be sent to Anicet Kibiringa: Acting Senior Advisor to DG by close of business on Tuesday April 21st.

Action point: REB and L3 will respond to any issues arising from the minutes.

3. Update on Primary 3 Materials printing and distribution

Richard Trewby COP summarised the distribution of REB / L3 materials for Primary 3 in January and February 2015. It was noted that the distribution process was much improved on 2014. More than 85% of schools nationwide received a complete set of materials. English Press (the printing and distribution company) and L3 are planning to get the remaining materials to these schools not later than the beginning of May.

Action point 1: L3 will provide the Director General and the steering committee with a report on the distribution of materials once all schools are served.

3.1 Training of Primary 3 Teachers

- School Based Mentors are providing continuous professional development on literacy and numeracy practices in their assigned schools. L3 identified the schools that are not receiving support from the School Based Mentoring Programme. From February 14th to March 24th the L3 team provided 16 hours face-to-face training to primary teachers in 30 districts. This training was conducted at weekends so as not to disrupt the school calendar. In total 3,358 teachers were trained.
- It was noted that REB will need to coordinate the efforts of development partners in 2016 to ensure that high quality is planned and delivered to teachers on the new REB curriculum.

Action point 1: L3 will provide the Director General and the L3 steering committee with a report on the training of teachers by April 24th.

Action point 2: L3 will produce a concept note on what training resources and materials are available to train teachers on best literacy and numeracy practices for the new curriculum.

4. Primary 4 Materials Development

- L3 outlined the current project timeline for developing instructional materials. The technical team have been working on Primary 4 materials for English and Kinyarwanda. It was noted that the instructional material developers' contracts would end in August 2015. The materials have to be completed and approved by the Textbook Approval Committee (TAC) by this date. This would allow the printing company to print the materials and distribute them in time for the launch of the new curriculum. L3 requested that the textbook approval committee be convened in July to review the materials. The Director General requested that CPMD focal points submit the materials to TAC by the required, when they have reviewed the materials and approved that they meet TAC requirements.
- Vincentia Nyangoma REB asked if the materials are compatible with One Laptop per Child (OLPC) materials. It was explained that L3 materials are linked to national curriculum and digital copies of the materials are available.

Action point 1: CPMD focal points to work with L3 team to ensure that the materials are ready for submission to TAC by mid-July. L3 should submit the materials when CPMD focal points have reviewed the content.

Action point 2: REB ICT dept. to arrange a follow up meeting with L3 to discuss how the materials can be put on OLPC equipment.

5. Update on technology distributed (solar panels, cell phones, speakers, SD cards, netbooks)

- Richard circulated a summary sheet of the materials distributed by L3 to schools to date. The provision of netbooks to SBMs was discussed. It was noted that should REB recruit additional mentors to reach the target 1000 mentors, L3 would not be in a position to

provide all of the mentors (approx. 150) with a netbook and a projector. It was recommended that REB look at alternative ways of obtaining equipment for the mentors. It was also noted that L3 had distributed solar panels to all primary schools without electricity a number of solar panels were remaining as some schools reported had electricity. L3 are considering what could be done with the remaining materials. One possibility was to provide solar panels to the community mobile libraries.

- Vincentia Nyangoma REB informed the DG that REB ICT, L3/ EDC and FHI 360 conduct regular meetings to discuss their activities, and look at the sustainability on the use of ICT in schools. It was noted that the committee have compiled a list of lost and stolen technology as reported by the mentor community.

Action point 1: L3 will forward the specifications of the solar panels to OLPC dept.

Action point 2: L3 will forward the list of lost and stolen technology to the Director General and the L3 steering committee.

- A discussion followed on the impact of the SBM programme, the director general requested that L3 document and highlight the work of the SBM programme in relation to promoting literacy and numeracy practices in schools.
- Mujiji Peter recommended that REB also identify how they intend to takeover the work of L3 when the project ends. There are still gaps that need to be closed, in order for REB to take over projects when they conclude.

Agreed: REB need to hold a separate discussion to address the matters raised and identify what needs to be put in place to take over projects when they conclude.

6. Sustainability of the L3 programme and materials

The Director General proposed that L3 materials become the core texts for the new curriculum. It was noted that this would require providing private schools with materials. It was recommended that a separate meeting was required.

Agreed: This is a time sensitive issue that needs further and separate discussion. This meeting should focus on the feasibility of the DG's proposal and to identify what REB require.

Action point: Mary and Anacet to coordinate a meeting between USAID, EDC and REB on Tuesday 21st at 3pm.

7. L3 National Reading and Mathematics Assessment Baseline Report

L3 presented that baseline report at REB senior management on March 27th. It was noted that L3 have not received feedback from REB Senior Management. L3 would like to publicise the findings and share them with other development partner. The DG explained that a group had been appointed to review the report and should provide feedback to L3.

Action point 1: REB will advise the review group to forward comments and recommendations on the L3 National Reading and Mathematics Assessment Baseline Report to Mary Sugrue by close of business Friday April 24th.

Action point 2: L3 will consider the feedback and submit the final report to REB.

Action point 3: L3 will discuss with REB the possibility of presenting the findings at the next Joint Education Sector Review.

7.1 Reading Standards

L3 raised the issue of establishing P2 reading fluency standards as part of its on going monitoring and evaluating requirements. L3 circulated a timeline detailing L3 future midline and end line assessments. L3 explained that originally L3 had developed fluency standards for P3 and P5, however, as L3 would be reporting on this, as part of our end line survey P2 reading fluency standards would be required.

Agreed: L3 can use the proposed standards for P2.

8. Community Literacy and Numeracy Volunteer Programme

Richard provided a summary of the L3 community Literacy and Numeracy Volunteer Programme. The Community Literacy Volunteers Project (CLVP) was a two-year program that started in May 2013 after Never Again Rwanda and Education Development Center signed the implementation agreement. Full details of the programme will be available in the final report.

Action point: L3 will share with the Director General the final report of the Community Literacy and Numeracy Volunteer Programme by the end of April.

9. Special Education Needs Program

Prior to the meeting L3 circulated the Programme Description / Scope of Work for the L3's Special Needs Education (SNE) Activity with VSO. The SNE activity will address the L3's project goal of supporting strategies for inclusive education and literacy, particularly among children with disabilities. Mary provided a summary of the planned activities and requested the Director General to appoint REB focal points to assist with the initial start up meetings and other activities during the course of the project. The initial start up meeting is planned for the first week in May.

Action point 1: DG will select and request inspectors from the Southern Province to attend the start up meeting. The DG will contact the Permanent Secretary of MINEDUC and request that Mrs. Mary Karangwa will attend the meeting.

Action point 2: L3 to draft the letters of invitation for submission to the DG for input and signature. This to be completed by Friday by close of business Friday April 24th.

10. Community Mobile Libraries, Training of Parent Teacher Committees (PTCS), VSO Literacy and Numeracy Advisors in TTCs and National Story Writing Competition.

L3 provided an update on the main activities happening in the areas listed above. A discussion followed on the sustainability of the community mobile libraries. The issue of the English language proficiency of TTCs students and the training of tutors was raised in connection with the VSO Advisors in the TTCs. The distribution of the book published from the Andika Rwanda competition was also discussed. It was noted that there was no representative from University of Rwanda College of Education (URCoE) on the steering committee.

Action point 1: Kingsley to send the final Memorandum of Understanding between L3, REB and Drakkar to the DG.

Action point 2: L3 to draft the request letter to UR-CoE for input and signature.

AOB

The Director General urged the L3 members present to make every effort to document and communicate the impact of the project to the wider community. He acknowledged the hard work and the results that the L3 team are achieving.

Finally, the DG thanked Richard Trewby for his commitment and dedication to the project and wished him well on his retirement.

Annex 5: Report on the use of DataWinners

Report on the use of Data Winners SMS Reporting System by School-Based Mentors

Quarter 3-FY15

EDC-L3

Monitoring and Evaluation Department

June 2015

Background

In the context of L3, school-based mentors have responsibilities to train and mentor teachers on use of L3 materials through face to face trainings, lesson observations, coaching and the use of self-directed interactive video modules. School Based Mentors report their quarterly achievements to EDC/ L3 through DataWinners SMS reporting system.

This report summarizes the information reported by School Based Mentors in Quarter three.

Utilization of Data Winners SMS reporting system

In May 2015, L3 M&E team discussed with senior mentors the summary of the SMS reports and the performance of SBMs. It was agreed that senior mentors would discuss with School Based Mentors through their regular Continuous Professional Development Sessions to remind them of the training requirements and how to complete the reporting process accurately and on time.

In quarter three, the L3 team observed that school based mentors increasingly reported through Data winners. In quarter 3, 560 of 746 mentors in service reported on 978 schools. The number of School Based mentors who reported in quarter two, was 486. Overall, the reporting rate has increased from 61% in quarter two to 75% in quarter three.

Summary of P3 teachers trained by School-based Mentors

In quarter three, L3 collected data on teachers trained, mentored and coached by School Based Mentors in the school they are supporting.

From, the reports submitted, the number of P3 teachers trained for at least 16 hours increased to 167 in quarter three from 60 teachers trained in quarter two. The number of P3 teachers who have been supported for less than 16 hours increased to 1884 teacher in Quarter 3 from 1681 in Quarter 2. The following table provides the details for each District.

Table1: School Based Mentors achievements in Q3

| Province | District | Working SBMs (A) | Number of SBMs who reported (B) | % (B/A) | Number of Schools reported | >=>16 Hours (P3 training teachers) | | <16 hours training (P3 teachers) | | = />16 Hrs (P3,P2,P1 teachers) |
|-------------|------------------|------------------|---------------------------------|------------|----------------------------|-------------------------------------|----------|-----------------------------------|-----------|--------------------------------|
| | | | | | | M | F | M | F | |
| Kigali City | Gasabo | 13 | 13 | 100% | 21 | 2 | 0 | 17 | 38 | 2 |
| | Kicukiro | 9 | 10 | 100% | 19 | 0 | 0 | 12 | 37 | 3 |
| | Nyarugenge | /8 | 4 | 36% | 8 | 0 | 0 | 6 | 20 | 0 |
| | Sub total | 34 | 27 | 79% | 48 | 2 | 0 | 35 | 95 | 5 |
| Southern | Gisagara | 15 | 11 | 73% | 20 | 5 | 5 | 15 | 39 | 16 |
| | Huye | 26 | 25 | 96% | 41 | 5 | 7 | 14 | 38 | 14 |
| | Kamonyi | 19 | 14 | 74% | 22 | 0 | 0 | 8 | 41 | 0 |

| | | | | | | | | | | |
|-----------------|--------------------|------------|------------|------------|------------|------------|-----------|-------------|-------------|------------|
| | Muhanga | 28 | 21 | 75% | 36 | 1 | 0 | 14 | 39 | 2 |
| | Nyamagabe | 22 | 11 | 50% | 20 | 0 | 0 | 11 | 22 | 0 |
| | Nyanza | 19 | 17 | 89% | 30 | 2 | 1 | 21 | 39 | 6 |
| | Ruhango | 21 | 21 | 100% | 37 | 3 | 9 | 22 | 41 | 13 |
| | Nyaruguru | 31 | 18 | 58% | 27 | 0 | 0 | 17 | 40 | 0 |
| | Sub total | 181 | 138 | 76% | 233 | 16 | 22 | 122 | 299 | 51 |
| Western | Karongi | 37 | 28 | 76% | 53 | 0 | 2 | 37 | 51 | 3 |
| | Ngororero | 31 | 23 | 74% | 39 | 3 | 7 | 19 | 32 | 18 |
| | Nyabihu | 26 | 23 | 88% | 44 | 2 | 1 | 43 | 44 | 3 |
| | Nyamasheke | 40 | 34 | 85% | 58 | 1 | 3 | 39 | 56 | 5 |
| | Rubavu | 21 | 15 | 71% | 24 | 0 | 0 | 22 | 25 | 0 |
| | Rusizi | 34 | 24 | 71% | 45 | 0 | 0 | 23 | 57 | 0 |
| | Rutsiro | 33 | 15 | 45% | 26 | 0 | 0 | 24 | 23 | 3 |
| | Sub total | 222 | 162 | 73% | 289 | 6 | 13 | 207 | 288 | 32 |
| Northern | Burera | 29 | 22 | 76% | 41 | 1 | 0 | 57 | 47 | 2 |
| | Gakenke | 34 | 34 | 100% | 62 | 18 | 23 | 25 | 37 | 53 |
| | Gicumbi | 37 | 28 | 76% | 50 | 0 | 0 | 54 | 40 | 0 |
| | Musanze | 16 | 10 | 62% | 14 | 0 | 0 | 12 | 17 | 0 |
| | Rulindo | 26 | 22 | 85% | 39 | 3 | 6 | 21 | 38 | 9 |
| | Sub total | 142 | 116 | 81% | 206 | 22 | 29 | 169 | 179 | 64 |
| | | | | | | | | | | |
| Eastern | Bugesera | 29 | 23 | 79% | 40 | 3 | 2 | 34 | 54 | 8 |
| | Gatsibo | 17 | 7 | 41% | 13 | 0 | 0 | 11 | 20 | 0 |
| | Kayanza | 32 | 25 | 78% | 40 | 3 | 9 | 32 | 61 | 15 |
| | Kirehe | 14 | 13 | 93% | 22 | 0 | 0 | 26 | 40 | 0 |
| | Ngoma | 25 | 18 | 72% | 32 | 3 | 6 | 33 | 44 | 10 |
| | Nyagatare | 23 | 16 | 70% | 30 | 9 | 11 | 33 | 37 | 23 |
| | Rwamagana | 24 | 15 | 63% | 25 | 7 | 4 | 22 | 43 | 13 |
| | Sub total | 164 | 117 | 71% | 202 | 25 | 32 | 191 | 299 | 69 |
| | Grand Total | 743 | 560 | 75% | 978 | 71 | 96 | 724 | 1160 | 221 |
| | | | | | | 167 | | 1884 | | |

As per the table, 560 schools Based Mentors reported on 978 schools. It is noted that some of the school Based Mentors reported only for one schools though they are supporting two.

Way Forward

In quarter four, School Based Mentors under supervision of Senior Mentors will continue supporting teachers through training, coaching and mentoring on L3 practices to reach a minimum of 16 hours.

L3 M&E and Implementation Teams will continue following up with mentors to ensure that they are reporting accurately and on time. This will be done through a regular check of the quality of reports submitted by School Based Mentors and providing online support by checking and advising the school-based mentors to correct errors if any.

L3 M&E team plans to communicate through MCOP portal the Schools Based Mentors 'achievements for quarter three. This will allow the School Based Mentors under facilitation of Senior Mentors discussing their performance, going through the reporting process and identify the challenges faced in reporting process and set strategies to improve the performance.

In Quarter 4, L3 M&E team is planning to attend Continuous Professional Development sessions organized for school based mentors for reporting process, challenges encountered and strategies for the way forward.

In addition, for data quality and verification purposes, L3 Implementation and M&E teams, through school and grade monitoring, will discuss with teachers, the support provided by the School Based Mentors.

Prepared by

BUGINGO KAMANA Dieudonne

EDC/L3 Monitoring and Evaluation Manager

Annex 6: Midterm Review Report



Literacy, Language and Learning Initiative

MIDTERM REVIEW REPORT

July 2015

Executive Summary

This report contains the findings of midterm review of the Literacy, Language and Learning Initiative (L3), funded by the U.S. Agency for International Development (USAID) and implemented by a partnership led by the Education Development Center with technical assistance from Volunteer Services Overseas (VSO) and Concern Worldwide (CW) and Never Again Rwanda.

L3 is assisting the Ministry of Education (MINEDUC) in the implementation of a comprehensive early literacy and mathematics program, including support for transition to English as a medium of instruction in the 4th grade (P4). The project time frame is August 2011 to January 2017.

In May-June 2015, L3 undertook the midterm review to reflect on status of its implementation and gather stakeholders' perceptions towards the quality of support rendered. The midterm review findings reflect the stakeholders' perception towards the relevance, effectiveness, efficiency and sustainability. It also includes the stakeholders' suggestions and recommendations on how to improve the L3 implementation for the remainder of the project.

The findings reflect the idea of stakeholders who participated in focus group discussions held in 21 schools located in seven districts. They include views and opinions collected through interviews with stakeholders including REB staff, Educations Officers at District and Sector levels; staff from partners' organizations, TTC tutors and students, Senior and School Based Mentors; representatives from mobile community libraries and key L3 staff.

The midterm review findings revealed that L3 is viewed as relevant in addressing the real challenges faced by education sector in Rwanda mainly the challenges relating to quality of education. L3 is playing a key role in improving quality of teaching through building the capacity of teaching staff and addressing the shortage of teaching and learning materials.

To assess the effectiveness of the program, L3 M&E team looked at the results so far achieved as per L3 intermediate results and how are perceived by stakeholders. The review found that L3 continuously achieved results reflecting its various intermediate results. The results are in accordance with the annual targets set in various years of L3 timeframe. Stakeholders reported that training activities and the school based mentoring programme supported by L3 boosted the capacity of staff in teaching literacy and numeracy. L3 was commended for its approach of improving school community partnerships, increasing community support for teacher motivation, literacy and to equity in education.

The supply of teaching and learning materials print and technologies in schools was seen as a major achievement. It was noted that L3 materials contributed to the development of a reading culture as children are able to read at their convenience both at homes and at school.

L3 was commended for its role in supporting English language teaching and learning through strengthening the senior and School Based Mentors and through the availability of English audio lessons. L3's close working relationship with REB departments was appreciated as a major contributor to strengthening the MINEDUC capacity, which is seen as one pillar of L3 sustainability.

The efficiency was analyzed through how stakeholders appreciate the implementation of L3 and how they judge the quality of support rendered. In general, L3 activities are carried out as planned through in some instances; they are implemented with tight deadlines.

The midterm review revealed that the sustainability of L3 is seen through measures set at school and community level and mainly depends on the quality of leadership in place.

The midterm review highlights challenges to the successful L3 implementation as perceived by stakeholders. Challenges include lack of print materials, durability of L3 materials, lack of technologies,

misuse and lack of maintenance of existing ones and under performance of some of school-based mentors;. In some cases stakeholders reported challenges relating to the content of the L3 materials.

The midterm review report contains participants' recommendations to improve the quality of L3 implementation. These recommendations include the following: review the content of some of the L3 materials and possibly amend them; regularly monitor schools with school based mentors to inspect the quality of training and teaching and the use of L3 material. Provide technical support to teachers facing challenges in teaching practices; monitor the quality of cascade training organized for School Based Mentors by senior mentors; to ensure that the coming distribution of L3 materials is timely done and school gets enough materials as per the number of students.

Acronyms

| | |
|---------|---|
| CW | Concern Worldwide |
| CPMDD | Curricular and Pedagogical Materials Development Department |
| DEO | District Education Officers |
| EDC | Education Development Center, Inc. |
| ESSP | Education Sector Strategic Plan |
| FGD | Focus Group Discussion |
| ICT | Information and Communication Technology |
| L3 | Literacy, Language, and Learning Initiative |
| MINEDUC | Ministry of Education |
| M&E | Monitoring and Evaluation |
| P 1-4 | Primary One to Four |
| PTC | Parent Teacher Committee |
| REB | Rwanda Education Board |
| REPS | Rwandan English Proficiency Standards for teachers |
| SBM | School-based Mentor |
| SEO | Sector Education Officers |
| TDM | Teacher Development and Management |
| TTC | Teacher Training College |
| UR-CoE | University of Rwanda- College of Education |
| USAID | United States Agency for International Development |
| VSO | Voluntary Services Overseas |

Acknowledgements

The author of this report wishes to acknowledge the important contributions of the numerous people who made this midterm review possible. First of all, L3 M&E team recognizes the support from L3 Senior Management who facilitated the field activities and for valuable advice and inputs on interview protocols.

Moreover, this work would not have succeeded without the cooperation and contributions of the different stakeholders from, REB, schools, communities, TTC, District and Sector, Partner organizations and L3 staff who cooperatively provided valuable ideas which are summarized in this report. Many thanks to all of them.

OVERVIEW OF L3 INITIATIVE

The Literacy Language and Learning Initiative (L3) is a 5-year program financed by the United States Agency for International Development (USAID) and implemented by the Education Development Center, Inc. (EDC), with technical assistance from Volunteer Services Overseas (VSO) and Concern Worldwide (CW).

The L3 Initiative works with the Rwanda Education Board (REB) and the University of Rwanda's College of Education (UR-CoE) to strengthen teaching and learning in Rwanda so that children leave primary school with solid literacy and numeracy skills. The implementation dates are August 2011 – August 2016.

The initiative has five principal objectives:

- Improve the quality of reading, mathematics and English teaching in P1 to P4.
- Improve the availability of teaching and learning materials.
- Support the teaching of English and the transition to English as the language of instruction in P4.
- Strengthen Ministry capacity to lead the literacy reform effort.
- Improve equity in education by ensuring that all students, and especially girls and students in remote, rural areas, receive increased access to quality literacy and numeracy instruction.

Expected key results:

By the end of the project,

- Rwanda will see a 40% increase in the proportion and equitable distribution of students reading with fluency and comprehension after two years of schooling. An increase in the proportion and equitable distribution of students who, by the end of P4, are able to read with comprehension, according to Rwanda's own standards.
- Approximately 21,500 P1 to P4 teachers in 2,714 schools throughout the country will use best practices and local materials for teaching literacy, numeracy and ESL. A professional development system will be in place, using the Ministry's system which currently includes Rwanda's Teacher Training Colleges and school-based mentor program, teachers will be motivated to provide quality instruction and formal assessments will be aligned with the ministry's own standards.

RATIONALE FOR MIDTERM REVIEW

L3 undertook a midterm review to assess L3 processes and results by looking at stakeholders and partners' perceptions of L3 implementation strategies, targets, results and the quality of supports and services provided by the program.

Objectives

The midterm review focused on assessing the relevance, effectiveness, efficiency and sustainability of L3. Specifically, the objectives of the midterm review were to:

- Assess stakeholders' perceptions towards the results achieved so far by L3
- Review the challenges hampering L3 implementation as perceived by stakeholders
- Propose actionable recommendations that would improve L3 implementation for the remainder of its timeframe.

Guiding questions

The following questions guides the discussions held with stakeholders:

- How L3 Initiative does responds to Rwanda educational priorities?
- Is L3 Initiative addressing target beneficiaries' needs?
- What are stakeholders' perceptions towards the results achieved by L3 so far?
- What are stakeholders' perceptions of the quality or added-value of L3 materials, activities or services?
- What are the main barriers, if any for the L3 Initiative to achieve its objectives?
- Have L3 activities been formulated with targets that are clearly defined, measurable and achievable given its timeframe?
- How stakeholders perceive the L3 sustainability?

Methodology

The midterm review was carried out in May, June 2015. The following methodologies were employed:

a) Desk review

The desk review involved reviewing key project documents including the programme description, annual reports, and performance monitoring plan. The desk review enabled the team to assess the relevance of the L3 Initiatives strategies in relation to Rwanda's educational priorities as documented in Rwanda Education Sector Strategic Plans.

b) Consultation with partners and MINEDUC Officials and L3 key staff

In the process of midterm review, L3 M&E team held consultations with staff from partners' organizations Concern and Concern. Interviews were held with 10 District Educations and 6 Sector Educations officers. In the same process, 2 REB staff in department of Teacher Development and Management (TDM) and Curriculum Pedagogical Materials (CPMD), 2 senior and 4 school based mentors 2 TTC Principals and 4 tutors were consulted. This was done through semi-structured interviews. See annexes.

c) Consultation with beneficiaries

The M&E team undertook the consultation with beneficiaries who include teachers, head teachers, and parents, student teachers, students' teachers, community libraries representatives. Such consultations with beneficiaries allowed gathering their perception of the L3 results, the perceived barriers hampering the effective implementation and their perception on quality of support and services provided and the sustainability mechanisms beyond L3 implementation. Such consultations were held through focus group discussions.

It is important to note that in total 22 focus group discussions were held in schools located in 11 districts namely Gisagara and Nyamagabe in the Southern Province, Nyamasheke, Rusizi, and Karongi in the Western Province, Gatsibo, Nyagatare and Rwamagana in the Eastern Province, Musanze and Rulindo in the Northern Province and Nyarugenge District in Kigali City. 149 people participated in focus group discussions. Schools and district were randomly selected whereas stakeholders consulted were purposively sampled.

LIMITATIONS

The following are possible limitations of this midterm review:

Sampling bias: While purposive sampling was an adequate manner of selecting the stakeholders consulted, the midterm review process may have left other ideas outside of the people met.

Respondent bias: Some responses given may have been socially acceptable answers.

MIDTERM REVIEW FINDINGS

The section below of the report highlights the midterm review findings taking into consideration the stakeholders' perception towards the relevance of L3 to education context; its effectiveness, efficiency and sustainability and looking at the stakeholders perceptions towards the results so far achieved. The section also highlights the barriers hampering the effective implementation of L3 as reported by stakeholders and their proposed suggestions to address the challenges.

Relevance

The guiding questions focused on how the L3 Initiative responds to Rwanda educational priorities and how L3 contributes to the implementation of ESSP 2013-2018 and identifying the challenges of Rwanda Education sector addressed by L3 Initiative.

The desk review revealed that L3 is responding to Rwanda Education Sector priorities stated in Education Sector strategic Plan (2013-2018).

L3's overall goal is to strengthen teaching and learning in Rwanda so that children leave primary school with solid literacy and numeracy skills. With this goal, L3 is contributing to of the second education sector strategic goal, which focuses on improving the quality of education and training at primary level. The strategic goal states that a continued focus will be placed on the acquisition of basic numeracy and literacy skills in the early grade.

The education sector aims at increasing the percentage of students meeting minimum standards in English, Kinyarwanda and math. (ESSP, p.37). L3 is also contributing to improved quality of education not only with enhancing acquisition of basic numeracy and literacy in early grades but also through national and systematic assessment of learning achievement in core subjects such as Kinyarwanda, English and Math.

The relevance of L3 is not only reflected in key documents such as ESSP and education policies; it is observed by stakeholders. Interviewees noted that L3 is relevant to the Rwandan education context and is addressing real needs and challenges including the shortage of teaching and learning materials and building the capacity of teaching staff in literacy, numeracy and the use of technologies in teaching and learning.

Effectiveness

To assess the overall effectiveness of L3, the review team posed the following questions: Has the L3 Initiative been effective in achieving the expected outcomes and objectives as per its intermediate results? How do stakeholders perceive the results achieved by L3 so far? The findings are outlined below:

Intermediate result 1: Improved quality of teaching

To achieve Intermediate result 1, L3 planned to develop a shared vision of effective literacy/numeracy teaching practices and tools to measure progress with respect to that vision¹. Towards this; L3 introduced teachers to the practices through three complementary channels: 1) face-to-face trainings 2) a dynamic school-based mentoring program (SBMP) and 3) self-directed instructional video modules. With such training, teachers were equipped with relevant knowledge to implement new literacy/numeracy teaching strategies and use associated L3 instructional materials effectively.

Up to 2015, L3 has trained 18014 Teachers teaching in P1, P2 and P3 and availed the interactive videos modules to more than 800 Senior and school based mentors to improve the quality of teaching. In addition more that 144 tutors and 5,744 students in 11 TTCS nationwide have been trained through writer's workshops and math camps and regular training activities organized by Literacy and Numeracy Advisors assigned to TTCs.

Overall, stakeholders recognized that the L3 Initiative has made important progress towards improving the quality of teaching. Through the midterm review, it was reported that training activities

*If L3 has not existed,
School Based mentoring
programme would not
have been possible and
effective as it is now in
Rwandan Schools.*

Claudien NZITABAKUZE
RFR-TDM

¹ EDC L3 Revised Program Description p.6

organized for teachers boosted their confidence in the use of L3 materials and in effecting teaching practices mainly methodologies for teaching literacy and numeracy.

In the course of improving the quality of teaching, stakeholders acknowledged that L3 supported the implementation of the School Based Mentoring program, by developing the interactive video modules and provision of net books and pico projectors which are used in continuous professional development and in teachers training and by availing the framework guiding implementation of School based mentoring program in Rwanda.

In general, teachers and head teachers applauded the support rendered by School based mentors in implementation of L3 programs, the support given through training, provision of model lessons and support in resource making. This was reported in 6 focus groups discussions held at 6 schools out of 10 visited schools with mentors. In some cases the poor performance of some of School Based mentors was highlighted as a challenge.

“Our mentor has been supportive; he regularly trains us on how to use the L3 materials. He helps us in preparing and delivering lessons. We go to him to seek support in English. This improved our confidence and his support improved our English proficiency and with his support, we manage to effectively deliver lessons using L3 materials ”. A teacher at G. S Kiruli in Rulindo District revealed.

By the support of L3, our TTC continues to achieve our mission of being center of excellence because our students teachers are conversant with the program being used in primary schools and also our TTC is becoming more a training centre for teachers.
MUKIZA RWIHANIZA GERVAIS
Principal of TTC Rubengera

In improving the quality of teaching, L3 is also commended for its approach of supporting student teachers in TTCs whereby L3 provides materials and organizes the training on their use. This coordination between TTCs and Primary schools in the areas helps boost the confidence of pre-service teachers.

In focus group discussions held in 4 schools in Southern Province, stakeholders recognized that the school community partnership approach initiated by L3 through Parents Teachers Committees has contributed to the improvement of quality of teaching by increasing involvement of parents in their children’s’ education. Parents are being mobilized to support their children in reading.

Teachers reported on the improvement of school- community partnerships which are expressed through the joint income generating activities set by both parents and teachers in areas supported by Concern and where PTC are trained on their roles to teacher motivation. Teachers noted an increase in the

number of parents who visit schools to discuss the performance of their children. L3 is also commended for revamping the existence and capacity of PTC as structures with clear roles and responsibilities which improved the quality of school leadership and management. *“Upon the PTC training, we feel more concerned to play a role in improve the quality of education through our active role in school management”* Wencessilas NIYOMUGABO PTC President at Mbogo Primary school in Gisagara District revealed in Focus Group Discussion.

Barriers identified

The midterm review findings revealed various challenges hampering L3 implementation towards its support to quality of teaching.

The first challenge reported relates to school based mentoring program where the lack of time in existing school timetable does not allow school based mentors to train teachers on use of L3 materials.

School Based mentors interviewed mentioned they do not find time to organize continuous professional development for teachers in the school they are supporting where the main priority is covering the lessons planned in a certain time as per the teaching curriculum. To deal with this, mentors use the teachers' free time or weekend to organize teachers training. This training is costly for school administration as lunch is provided for the training organized over the weekends.

The second challenge reported is that underperforming School Based Mentors hamper the effective implementation of L3 as do not provide training for teachers on how to use L3 materials.

Thirdly, lack of school-based mentors in schools in remote areas was reported to be a challenge as teachers in such schools lack the continuous professional development provided by the program. *"We do not have any mentor in all seven schools of our sector. This is a barrier for our teachers specifically and schools in general. We lag behind in teachers' capacity in the updated teaching methodologies"* Vestine MUKAMUGABO- Sector Education Officer – Nyagihanga Sector- Gatsibo District.

The fourth challenge identified is the lack of monitoring and coordination mechanisms between Senior and School Based Mentors and existing education offices at School, Sector and District levels. Due to the lack of clear working relationships, the work done by Senior and school Based mentors to support teachers is not coordinated. In addition, Education Offices at District and Sector levels fail to hold Senior and school based mentors accountable as the latter directly report to REB.

The fifth challenge identified focuses on lack of alignment of curriculum being taught in Teachers Training College and in Primary Schools. TTCs requested a framework document to guide Student teachers on their teaching practice and use of L3 materials.

The sixth challenge reported is the ongoing transfer of trained teachers from lower grades to upper grades. The constant movement of teachers prevents them using the knowledge gained through L3 training.

The seventh challenge reported relates to the community involvement in education which is still at low level and culture prevailing in communities regarding ownership, of child education.

Intermediate result 2: Improved availability and use of teaching and learning materials

To achieve the intermediate result 2 of improved availability and use of teaching and learning materials; L3 identified research based best literacy and numeracy practices and designed and developed a complete package of instructional materials: teacher's guides with daily scripted lessons keyed to the model, assessment tasks to monitor student performance on key skills, and student print and audio materials

Towards the attainment of the aforementioned result; L3 has so far developed and distributed 7,162,062 print materials including teachers guide, read aloud stories and daily readers and story collections for community libraries.

'The use of L3 technologies in teaching is a boost of ICT use in Education and with such teaching and learning practices; schools have acquired a variety of resource which is positively improving the quality of education' Fidele NZIGIRA Musanze District Education Officer commenting on use of L3 technologies.

L3 has also so far distributed technologies including 13,786 telephones and accessories to primary schools; 886 solar panels to schools without electricity and 880 net books and 874 Pico projectors to over 800 senior and school based mentors.

Different stakeholders applauded L3 achievements in improving the availability and use of teaching and learning materials. This is testified not only by stakeholders in formal education settings- schools and Teachers Training Colleges but also in the communities-where community libraries were established.

As it was reported in various focus group discussions and interview sessions the L3 materials boosted the availability of print materials in communities and schools. The materials distributed increasingly contributed to the reading culture among children as they are able to read at their convenience both at home and school.

In schools, it was evidenced that in addition to the availability of L3 materials, these materials are used in teaching and learning activities by teachers and students. The positive use of L3 materials was reported in various focus group discussions and interview held with teachers, head teachers and education officers at District and Sector levels. This was also confirmed in the monitoring activities completed in quarter three of FY 2015, for example, out of 535 P1 to P3 teachers monitored in 179 school nationwide 97% teachers reported that they use L3 print materials (Teachers' Guides, Read Aloud books and Students' books) 79.8% of them use technologies in teaching practices at least 2 to 4 times a week and depending on the subject they are teaching.²

Commenting on the quality of L3 materials; teachers in schools visited reported that L3 Teachers Guides are designed in way which eases the teaching process as they provide all the relevant details which should be followed in the lesson delivery.

The introduction of technologies in teaching has been considered as an innovative approach initiated by L3 to improve teaching and learning in Rwandan schools. The use of L3 technologies is commended as a boost of ICT use in Education.

Teachers reported that the use of technologies in delivering audio lessons increased children's participation and motivation in the learning process; which in combination with print materials are seen to bring positives strides in children reading skills mainly in Kinyarwanda.

Community libraries established by L3 are recognized by stakeholders to increase the reading culture in the targeted communities. At Kanjongo Community Library established in Nyamasheke District in Western Province it was reported that more than 40 adult people visit the library to read per day. At the second community library visited Nyirangarama in Rulindo District in Northern Province it was reported that more than 20 adult people attend the library per day. The above reported attendances are seen as preliminary results yielded by community libraries to improve the culture of reading. The community representatives interviewed revealed also that they expect an increasing attendance in community libraries as people will be more informed on their existence and with increase of Kinyarwanda collections.

Barriers reported

Stakeholders consulted reported the following as the challenges hampering the effective use of L3 materials distributed

² L3 Grades Monitoring Report- Q3 FY 2015

The first challenge reported was a shortage of P1 and P2 materials which were distributed to schools in 2014. Some schools reported that P1 and P2 children only get the daily reader while they are at schools to allow students for the second shift to also use them. This means that in some schools children are not given a chance to read L3 materials at their homes. In addition, stakeholders reported the number of daily readers keeps decreasing as they get damaged due to children's living conditions. Stakeholders voiced concerns is that in years to come, children in target grades will not have the chance to benefit from L3 materials.

The second challenge observed is associated with ineffective school leadership which does not ensure a proper management of not only L3 materials but also the school properties in general. In some of schools, L3 materials remained on shelves unused as head teachers did not allow P1 and P2 teachers access to daily readers as P1 and P2 students are not old enough to get books. Similar to this, some schools have adopted to allow children use L3 materials only at school. The lack of effective school leadership in some of the schools visited caused the loss and misuse of L3 materials.

The third challenge associated to the lack of technologies, the misuse and the lack of proper maintenance of phones and speakers hamper the effective delivery of audio lessons. It was reported that telephones mainly got stolen or lost whereas batteries for speakers get damaged. To cope with the shortage of materials, some schools deliver audio lessons as non audio and in other schools Parents Teachers Committees have started the process of replacing them using capitation grants.



Figure 10: Teachers and PTC members participating in focus Group Discussion at Mujuga PS in Nyamagabe District

It was observed that some of the original experimental schools are not using L3 materials mainly P1 and P2 materials, as they expected to get L3 materials every year. P1 and P2 materials provided last year were not collected from children. This was mainly observed in Rulindo District.

Stakeholders also commented on some challenges relating to the content of L3 materials. Some teachers reported that the read aloud stories are too long (7 pages for one story.) Teachers reported that while reading stories children lose attention and it is very hard for them to decipher a new blend or a consonant of the new lesson.

Teachers also reported L3 materials emphasize reading and do not develop writing skills; In 14 FGD

participants mentioned that children are making progress in reading but now struggling in writing whereas they are. This was reported by teachers in 14 FGD who mentioned that L3 materials lack enough writing exercises.

Teachers reported that the stories in the Kinyarwanda and English books are not contextualized, and it is not easy for children to associate the content of the stories with their daily life. Some of the teachers questioned if the stories were translated from foreign languages to Kinyarwanda reflecting the reality of other societies. An example was using words such as apple (which are not common) in story whereas there are avocados, which are more familiar.

The color and the quality of pictures in L3 materials were reported as being unfamiliar to students as they do not reflect their real life. Teachers reported that the black and white color of daily of readers is not friendly to children given their living conditions.

It was also reported that fast speed of the audio lessons does not allow the teacher to follow all the instructions when considering the size of the class.

Lastly, it was reported that schools lack enough of text books referenced in the L3 materials for math and English such as Progressive English and Keynotes.

The perceived challenges associated with the content of L3 materials might be linked to the lack of knowledge of how to deliver L3 lessons or lack of enough prerequisites in Kinyarwanda and English for students attending the L3 targeted grades.

Intermediate result 3: Support for English

L3 delivers daily, in-class English instruction by fluent English speakers and systematic, guided instruction through interactive audio instruction (IAI). Through IAI, learners hear English speakers in the classroom every day and teachers receive daily modeling in active, communicative second language learning methods.

These activities are complemented by the School-Based Mentor Program that supports teachers' English-language skills by participating in meaningful literacy/numeracy training activities conducted in English, by English speaking mentors, and video materials³.

Commenting on the L3 support to improve teachers English Proficiency, teachers and head teacher mentioned that audio lessons helped them to get firsthand information on English pronunciation which increased their confidence to teach English as result to improve their fluency and listening skills.

Due to the availability of audio lessons, I feel more comfortable to teach in English, I used to feel ashamed due to my pronunciation of English words, but nowadays, as I had to listened to audio lessons before I go to teach, I try to master the pronunciation in reference to the teacher in audio lessons. A teacher at Cyete Primary School in Rusizi District.

With interactive self-directed videos modules that L3 distributed to school based mentors, the latter are playing a role in supporting teachers to improve their English proficiency. In focus group discussion held in five schools with mentors, teachers commended the support rendered by mentors to deliver English lessons. *"In most cases, I prepare my English lessons in collaboration with our school based mentor. He helps to comprehend the meaning of the text and he advises me on how to effectively deliver the lesson."* A teacher at GS Rusiga in Rulindo District mentioned.

The third major achievement of L3 in supporting English as perceived by stakeholders is its contribution to the diagnostic testing in English across the country for Rwandan teachers through the Rwandan English Proficiency Standards for teachers (REPS). Almost 30,000 teachers were tested using) REPS in all SBMP schools (REPS) framework.

³ EDC's revised Program Description Final. p.15

Intermediate result 4: Strengthen Ministry capacity

The L3 program embed L3 literacy/numeracy specialists in the Rwanda Education Board (REB) of the Ministry of Education and 11 of the teacher training colleges (TTCs), providing day-to-day support in literacy/numeracy and teacher training reforms.

Through this process of strengthening the MINEDUC capacity, L3 is commended for its role in the development of competency based curriculum. L3 has also supported REB in the improving learning measurements by contributing to the development of tools and systems for assessing students' reading and math competencies. This has been the L3 contribution to enhancing the REB/ Education Quality and Standards Department. Working closely with existing REB Departments is seen as a sustainability mechanism.

Intermediate result 5: Improved equity in education

To improve equity in education, L3 model was delivering literacy/numeracy instruction through a combination of scripted teacher lessons and IAI programs to ensure that all students receive equal access on L3 materials and teachers receive ongoing training in inclusive instructional practices.

Toward the improved equity in education, L3 is commended for two main achievements mainly facilitating equal access to learning materials and provision of quality instruction for both girls and boys. The second achievement was raising awareness on equity in education through PTC training.

Stakeholders acknowledge that all students despite their background receive equal access on a daily basis to quality instruction and learning materials. In addition, reading materials are distributed to community libraries in low income areas.

Through PTC training, teachers and parents are sensitized on equity in education. Up to 2015, 797 PTC comprising more than 3958 parents and teachers have been trained on community role to support equity in education.

The only challenge observed relating to equity to education remains the cultural beliefs towards girls education where parents tend to prioritize boys in education.

Efficiency

To assess the efficiency of the L3 Initiative, financial and audit reports were not studied instead consultations were held with stakeholders to discuss their perceptions towards the timeline for implementation and completion of L3 activities; whether the target sets are well defined and achievable. The efficiency aspect was also analyzed by looking at the perceptions stakeholders towards the quality of support and services rendered.

With the consultations with L3 staff and partners, it reported that L3 activities are implemented and achieved as planned. Targets sets are well defined and achievable in the project timeframe. The challenge on implementation reported is the tight timelines for certain L3 activities such as development and distribution of L3 materials. The delayed distribution of P1 and P2 materials in 2014 did not allow using L3 materials properly given the existing time frame of school calendar.

At school level, teachers and head teachers appreciate the quality of the training delivered directly by EDC/ L3 on the use of L3 materials; the reported challenge relating to this is being the length of training which is usual two days is not enough given the content to be covered.

As far as the quality of the training is concerned, the second challenge reported was the suitability and location of training venues, given the distances to be covered to and from teachers' homes to the training sites.

Sustainability

To gauge the sustainability of L3 intervention, L3 M&E team looked at the perceived factors for sustainability of L3 intervention and evidences of commitments to sustain L3 beyond its implementation.

In the review, sustainability was discussed at two levels; first at the education institutions levels and second at school and community levels.

The consultations held with education officers at REB and District levels revealed that L3 sustainability is based upon the integration of L3 approaches in existing education policies and plans implemented and monitored by existing education offices.



Figure 11: A letter from Nyagatare District Mayor's office requesting all Sector Executive Secretaries to monitor L3 materials in schools.

The fact that L3 has continuously strengthened the MINEDUC capacity by empowering and working closely with its staff will positively affect the L3 sustainability. This applies also in TTC where L3 built the capacity of tutors.

On the policy level, L3 materials are embedded and aligned with the curriculum being taught in primary schools which is seen as a positive factor to sustain L3 intervention.

The existing National policy on parent's role in school management through the law stipulating PTC functioning its roles and responsibilities is seen as factor to sustain the community role in education.

In relation to this, community grown initiatives to sustain teacher motivation, literacy and equity are seen to be sustainable due to the fact that they are home grown and tailored to the school and community context and needs.

At District level, sustainability is seen through ownership of L3 programme which is observed through the regular monitoring done by District and Sector Education Officers. It was observed that in seven Districts, where L3 team carried out the midterm review; District leadership is setting mechanisms to hold head teachers accountable for L3 materials given to schools.

At the school level, it was observed that the sustainability of L3 programme will depend on the quality of school leadership in place and the level of school community partnership.

As local initiatives, it was observed that the some schools have put in place mechanisms for management and maintenance of L3 materials such as teachers who do daily check of daily readers, coding and covering print materials, photocopying the materials to replace the damaged ones, organizing parents assemblies on the day of distributing daily readers to address to them the message

of supporting their children to learn at home; to showcase how L3 materials are used in classroom setting but also to request parents their support in maintenance and sustain L3 materials.

In relation to that, it was reported in 14 focus group discussion, that there are regular coordination and follow up of SEOs who coordinate the implementation of L3 in each and every school and regularly report on the status on technology devices received by each school.

In 15 schools out of 21 schools visited, it was observed that schools in collaboration with PTC elaborated budgets using capitation grants to replace and maintain L3 materials.

The sustainability is also seen through innovative approaches initiated at school and community level to sustain L3 materials. An example of that is, PTC reported which elected education advisors in village council to mobilize parents for their role in education specifically for community support to literacy.

Barriers to sustainability

Despite the commitment and ownership to sustain L3 materials, it was observed that schools face the challenges of sustaining L3 materials especially technologies. The cost for replacing the technologies is seen to be beyond available schools resources given other needs.

The fact those L3 materials are not available for purchase remains a challenge for schools and even for the parents, who wish to purchase materials.

Ineffective school leadership were reported to jeopardize the sustainability of L3 materials. Schools with poor leadership have no mechanisms for monitoring the use and status of materials especially technologies which are at the high risk of being stolen and damaged.

In the field visit for the midterm review, we reached one school (Gitenga PS in Nyagatere District) where the head teacher sold all the telephones and speakers given to schools. He is now being sued by District leadership.

STAKEHOLDERS' SUGGESTIONS

As part of the review process, stakeholders were invited to make suggestions and recommendations on how the L3 team could address the challenges hampering the effective implementation of the L3 Initiative. The following are the suggestions:

L3 would avail print materials for purchase in case a school or a private individual would need them. This is seen as factor to sustain L3 programme.

As the primary curriculum is being revised to be competency based curriculum, stakeholders suggested that L3 materials would be aligned to the curriculum. This process has been started.

Teachers and head teachers suggested that the time for L3 training would be increased and ensure that all teachers in a school are trained on L3 materials taking into consideration the ongoing changes happening in teachers' placement.

District and Sector Education officers recommended that there REB should revise the framework of school based mentoring programme in order to clearly define the working relationships between mentors and existing education offices. This will ensure a better coordination and monitoring.

Teachers in focus groups discussions recommended that quality and design of L3 print materials should be improved and make it friendly to children.

To deal with the shortage of materials, there is a need for L3 to work with education partners to supply the print materials to cover the shortage.

Teachers recommended to add in the training content the methodology of teaching reading and tips on how to make local and local cost materials. To cope with the challenges associated with technologies, stakeholders recommended for alternatives and affordable technologies which can replace telephones and speakers which are considered to be expensive given the school resources mainly based on capitation grants.

Stakeholders recommended that L3 Management should advocate to REB to improve the management of SBMs and also to ensure that they are also appointed in schools located in remote areas.

REB staff interviewed recommended that in its last year, L3 would carry a thorough analysis of L3 technologies given so far distributed to check the status of them in school. The study should highlight the number of technologies in working conditions, the number of damaged ones and the number of stolen and missed ones. This study will be the basis for further strategies to sustain L3 technologies.

LESSONS LEARNT

L3 initiative comes on time as one of the strategies for responding to challenges for quality education in Rwanda. So far L3 has continuously achieved a lot reflecting its overall goal and intermediate results. Lessons learnt from this process are following:

Synergy: To achieve the intended results, it is observed that L3 initiative was implemented with approach of concerted efforts, between EDC staff, partners, existing education officers; schools and communities. This would remain a pillar for effective implementation in the remainder of the project.

Implementation at three levels (policy level, local government and school & community levels). L3 is being implemented at three different levels policy and central level; at local Government i.e District and at School and community level. This enabled to have a voice heard and positively impact education sector at whole. This is also seen as a positive factor of sustainability. In addition, proper communication and understanding at the different levels was seen to be essential and makes work easier.

Irreplaceable role of Education Officers and local leaders: The involvement of existing Education Officers at District and Sector levels continuously plays a key role in L3 implementation though regular monitoring and provision of feedback. Their performance and level of commitment is significant to the success of L3 implementation.

Implementation in dynamic context: In course of its timeframe, L3 has been implemented in context of regular changes in various categories; change in institutions leadership, change in curriculum being taught and even regular change in staffing. The dynamic context required L3 Initiative to accommodate these changes in order to keep the momentum towards the attainment of intended results.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The analysis carried out for this midterm review indicates that L3 Initiative is on good track to achieve its intended goals and results. As per stakeholders' perception, L3 has contributed a lot in improving quality of education in Rwanda through building the capacity of teaching staff, responding to the

challenges of supply of teaching and learning materials and also highlighting the undoubted role of the community in education.

Despite the challenges reported under various sections of the report, in general, stakeholders appreciate the quality of services rendered by L3 and the results it has so far achieved. As per the midterm review findings, L3 remain relevant addressing the real needs of quality education in Rwanda. As the quality of its implementation, L3 remains implemented effectively and efficiently.

With engagement of stakeholders at various levels, there are positive signs of sustainability of L3 beyond its timeframe.

Recommendations

Based on the midterms review findings and taking into consideration, the suggestions raised by stakeholders in consultations held, the following are the recommendations for effective implementation in the remainder of the project.

1. A further analysis by technical team is required to assess the relevance of challenges on the content of L3 materials and possibly amend them.
2. There is a need to continuously monitor schools with emphasis to school with mentors; to check the quality of teaching and use of L3 materials and also provide technical support to teachers facing challenges in teaching practices.
3. To monitor the quality of cascade training organized for School Based Mentors by Senior mentors ;
4. There is a need to follow up with the issue of the SBM mentors who abandoned their work as teachers in schools whose mentors left are not getting any training on use of L3 materials,
5. There is a need to ensure that the coming distribution of L3 materials is timely done to avoid any delays which negatively impact the teaching and learning processes:
6. Relating to above recommendation; there is a need to ensure that in next distributions schools receive enough materials as per the number of students in targeted grades;
7. For further training, training sites should be planned and located in friendly distances for teachers;
8. There is need to regularly share findings of monitoring activities with District education offices and highlight the areas whereas they should support,
9. There is a need to ensure that there is clear linkage between PTC, communities and school in order to synergize efforts in improving students' performance and ensuring the sustainability of L3 materials;
10. There is a need to advocate for harmonization of the curriculums taught in TTC and in primary schools and avail a framework which will guide the training of student teachers on how to use L3 materials.
11. L3 and REB would decide on how to avail L3 materials so that they can be purchased from existing book shops. This will be as positive factor to sustainability for L3 materials.
12. There is a need to follow up the issues of identified schools whose head teachers misused L3 materials and work closely with the District so that those materials are replaced.

ANNEXES

Details on participants in Focus Group Discussions

| # | Schools visited | District | Details on the participants in Focus Group Discussions |
|-----|-----------------|------------|--|
| 1. | Mbogo PS | Gisagara | 2 PTC members, 3 teachers and 1 Head teachers s |
| 2. | Munyegera PS | Gisagara | 6 teachers , 1 Parent |
| 3. | Mujuga PS | Nyamagabe | 2 parents, 1PTC member; 4 teachers, 1 head teacher |
| 4. | Muyange PS | Nyamagabe | 4 teacher and 1 Deputy head teacher |
| 5. | Cyete PS | Rusizi | 1 head teacher, 5 teachers |
| 6. | Rugabano PS | Rusizi | 1 head teacher,6 teachers |
| 7. | GS Gitwa | Nyamasheke | 1 head teacher,6 teachers, 1 school based mentor |
| 8. | Remera PS | Nyamasheke | 1 head teacher, 3teachers, |
| 9. | GS Gatwaro | Karongi | 1 head teacher, 6 teachers |
| 10. | Rubengera PS | Karongi | 4 teachers |
| 11. | GS Gitenga | Nyagatare | 4 teachers 1 School Based mentor |
| 12. | GS Kabare II | Nyagatare | 1 Head teacher, 1 school based mentor, 5 teachers |
| 13. | EP Nkana | Nyagatare | 1 head teacher, 5 teachers |
| 14. | Gitinda PS | Gatsibo | 1 head teacher, 6 teachers |
| 15. | GS Gatsibo | Gatsibo | 1 head teachers, 3 teachers |
| 16. | GS Karenge | Rwamagana | 1 head teacher, 10 teachers, |
| 17. | Rwaza PS | Musanze | 1 head teachers, 8 teachers |
| 18. | GS Busogo | Musanze | 1 head teachers,6 teachers |
| 19. | GS Kiruli | Rulindo | 1 head teacher, 1 school Based mentor and 6 teachers |
| 20. | GS Rusiga | Rulindo | 1 Deputy head teacher, 1 school based mentor, 4 teachers |
| 21. | GS Buramira | Rulindo | 4 teachers |
| 22. | Buye PS | Nyarugenge | 1 head teachers, 5 teachers |

Sectors where Education Officers were interviewed

| # | Sector | District |
|----|------------|-----------|
| 1. | Kitabi | Nyamagabe |
| 2. | Mururu | Rusizi |
| 3. | Rwaza | Musanze |
| 4. | Kiyombe | Nyagatare |
| 5. | Nyagihanga | Gatsibo |
| 6 | Karenge | Rwamagana |

Districts where Education Officers were interviewed

| # | District |
|----|------------|
| 1. | Nyamagabe |
| 2. | Rusizi |
| 3. | Nyamasheke |
| 4. | Karongi |
| 5. | Musanze |
| 6. | Gatsibo |

TTCs where Principal, Tutors and students teachers were consulted

| # | District |
|----|-----------|
| 1. | Mururu |
| 2. | Rubengera |

Community libraries where Representatives were consulted

| # | Community library | District |
|----|-------------------|------------|
| 1. | Kanjongo | Nyamasheke |
| 2. | Nyirangarama | Rulindo |

Midterm Review Tools

L3 Midterm Review- Protocol for Interview with Partners

Date:

Name of the Staff Interviewed:.....

Organization:.....

Position:.....

Guiding questions for interview

1. In your opinion, how L3 Initiative responds to Rwanda educational priorities?
2. In your opinion, what are the challenges of Rwanda Education sector addressed by L3 Initiative and how L3 Initiative is addressing them?
3. What do you think have been the results of L3 after 3 years of its implementation?
4. Has the L3 Initiative been effective and efficient in achieving the expected outcomes and objectives? How?
5. Has L3 activities been formulated with targets that are clearly define, measurable and achievable given the timeframe of its implementation?
6. In your opinion, is L3 Initiative addressing the real needs of the target beneficiaries i.e. teachers, parent, pupils, education officials? If yes, how?
7. Is the L3 likely to meet its objectives and goal by the end of its implementation if you consider the area of your intervention? If no, why?
8. In your opinion, are there any non-anticipated results achieved or likely to be achieved by L3 Initiative? Give examples of them.
9. In your opinion, what are the main barriers, if any, for the L3 to achieve its objectives?
10. Are there some evidences of likely commitments from beneficiaries and stakeholders such as Education Officials and local leaders to support L3 beyond the its closure? Give examples
11. How do you qualify the level of ownership expressed towards L3 achievements in targeted areas?
12. What are the risks that may jeopardize the sustainability of L3?
13. What recommendations, if any can be made based on the mid-term review to ensure that L3 is on track to meet its targets and achieve its objectives and goals?

What lessons have you learnt regarding implementation of L3 Initiative and attainment of its objectives and goals?

L3 Midterm Review- Protocol for Interview with L3 Key Staff

Date:

Name of the Staff Interviewed:.....

Organization:.....

Position:.....

Guiding questions for interview

1. What do you think have been the key achievements of L3 considering the domain you are working in? (Technical department, Implementation, SBM, Finance and Administration, CML)
2. Are L3 planned activities and related targets achievable given the timeframe of its implementation?
3. In your opinion, are there any non-anticipated results achieved or likely to be achieved by L3 Initiative? Give examples of them.
4. In your opinion, what are the main barriers, if any, for the L3 to achieve its objectives if you consider the domain you are working in?
5. Is there some evidence of likely commitments from beneficiaries and stakeholders support L3 beyond the its closure? Give examples
6. What are the risks that may jeopardize the sustainability of L3?
7. What do you recommend that L3 could do to overcome the risks you have identified?
8. What recommendations would you suggest to ensure that L3 is on track to meet its targets and achieve its objectives and goals?
9. What lessons have you learnt regarding implementation of L3 Initiative and attainment of its objectives and goals?

Interview protocol for L3 midterm review with REB Staff and Education Officers

Date:.....

Name of REB Staff Interviewed:.....

Position:-.....

Guiding questions for interview with REB Officials and District Education Officers

1. In your opinion, how L3 Initiative responds to Rwanda educational priorities?
2. In your opinion, what are the challenges of Rwanda Education sector addressed by L3 Initiative and how L3 Initiative is addressing them?
3. What do you think have been the results of L3 after 3 years of its implementation?
4. In your opinion, what are the main barriers, if any for the L3 to achieve its objectives?
5. How do you think will be the impact of L3 Initiative be sustainable beyond its implementation?
6. What are the risks that may jeopardize the sustainability of L3?
7. What recommendations, if any can be made based on the mid-term review to ensure that L3 is on track to meet its targets and achieve its objectives and goals?

Interview protocol for L3 midterm review with L3 Beneficiaries (Focus Group Discussion)

Date:

Location:.....

Categories and numbers of participants in focus Group Discussion

1.
2.

Guiding questions for Focus Group Discussion GD (Teachers, head teachers and PTC)

1. What do you think have been the results in education observed due to the implementation of L3? Give concrete examples
2. Is L3 Initiative addressing the existing challenges in education sector in general and in your school/ community particularly? What are the challenges addressed and how?
3. What are the challenges do you encounter in implementation of L3?
4. What are the main barriers, if any for the L3 to achieve its objectives?
5. How sustainable will the project impact be beyond the project implementation?
6. In your school and commitment, are there some evidences of likely commitments to support L3 beyond the end of the project beyond the end of project? Give examples
7. How do you qualify the level of ownership expressed towards L3 achievements in your school and in your community?
8. What are the risks that may jeopardize the sustainability of L3?
9. What recommendations, if any can be made based on the mid-term review to ensure that L3 is on track to meet its targets and achieve its objectives and goals?

Thanks

Annex 7: Monitoring Reports

L3 Audio Lessons Observation

Summary Report



Quarter 3 FY15

EDC-L3

Monitoring and Evaluation Department

July 2015

List of Acronyms

EDC: EDUCATION DEVELOPMENT CENTER. INC

FY: FISCAL YEAR

SBMs: SCHOOL BASED MENTORS

T: TERM

W: WEEK

Introduction

L3 staff conducted 108 classroom observations of audio lessons in quarter 3 FY15. The purpose of monitoring is to collect data on the implementation of L3 initiative, to inform L3 management team and key stakeholders with up-to-date information about the progress of L3-related activities and use that information to adjust and improve L3 delivery when and where necessary. Specifically, audio lesson observation results help to monitor changes in teachers' instructional practices in teaching students, teachers' use of learning materials and instructional L3 technologies, instructional time. It also provides feedback on the quality of the audio lessons and informs the L3 technical team of these challenges.

All observations were conducted by L3 provincial coordinators. Audio observation forms were used during observations and data were later entered into with SurveyToGo software using tablets, in which the audio observation form (annex 1) was programmed.

The majority of observations (53%) were in P3 classrooms, 25% were in P2 classrooms and 22% were in P1 classrooms. As for the distribution of subjects, 41% of observed classrooms were English literacy lessons, 31% were Kinyarwanda literacy lessons, and 29% were mathematics instruction. Observations were conducted nationwide.

Table 1. Summary of observations

| Class observed | Subject taught | | | Total |
|----------------|----------------|-----------|-----------|------------|
| | Kinyarwanda | English | Math | |
| P1 | 9 | 8 | 7 | 24 |
| P2 | 10 | 11 | 6 | 27 |
| P3 | 14 | 25 | 18 | 57 |
| Total | 33 | 44 | 31 | 108 |

Table 2. Summary of observations per province

| Province | Grade | Subject | | | Total |
|--------------------|--------------|-------------|-----------|-----------|------------|
| | | Kinyarwanda | English | Math | |
| East | P3 | 0 | 1 | 1 | 2 |
| | Total | 0 | 1 | 1 | 2 |
| North | P1 | 3 | 6 | 6 | 15 |
| | P2 | 6 | 3 | 3 | 12 |
| | P3 | 2 | 2 | 5 | 9 |
| | Total | 11 | 11 | 14 | 36 |
| West | P1 | 4 | 1 | 0 | 5 |
| | P2 | 2 | 3 | 2 | 7 |
| | P3 | 3 | 2 | 3 | 8 |
| | Total | 9 | 6 | 5 | 20 |
| South | P1 | 0 | 1 | 1 | 2 |
| | P2 | 2 | 9 | 1 | 12 |
| | P3 | 7 | 12 | 9 | 28 |
| | Total | 9 | 22 | 11 | 42 |
| Kigali City | P1 | 2 | 0 | 0 | 2 |
| | P2 | 0 | 2 | 0 | 2 |
| | P3 | 2 | 2 | 0 | 4 |
| | Total | 4 | 4 | 0 | 8 |
| Grand total | | 33 | 44 | 31 | 108 |

All observed teachers had previously participated at L3 training or were trained by the school based mentor. It is important to note that this year (FY2015) EDC/L3 trained P3 teachers from schools without mentors. Table 3 shows the results.

Table 3. Training of observed teachers

| Observation rubric | Count | Class observed | | | Total |
|-----------------------|-------|----------------|----|----|-------|
| | | P1 | P2 | P3 | |
| Does the school based | Yes | 19 | 18 | 39 | 76 |

| | | | | | |
|--|-------|----|----|----|-----|
| mentor provide training on the L3 program? | No | 5 | 9 | 18 | 32 |
| | Total | 24 | 27 | 57 | 108 |
| Has teacher attended L3 training? | Yes | 6 | 12 | 34 | 52 |
| | No | 18 | 15 | 23 | 56 |
| | Total | 24 | 27 | 57 | 108 |

The observation protocol contained the following sections:

1. Teacher's use of L3 program
2. Student participation
3. Utilization of technology and materials provided by L3
4. Discussion with the observed teacher.

Teacher utilization of L3 programme

The observers found that many teachers follow L3 programme. All or almost all observed teachers did well with using legible print writing, preparing lessons and materials in advance, and correctly repeating, interpreting, and/or translating audio instructions for his/her class.

In P1 and P2, a high percentage of teachers were observed preparing their blackboard and materials in advance between 73% and 100%. In P3, a high number of Math, Kinyarwanda and English teachers prepared their materials in advance. Observations found similar levels of preparation with regard to instructional technology distributed by L3 (cell phones with SD card and speakers). The majority of teachers (between 63 and 100% in observed grades and subjects) used the blackboard according to the instructions in the teachers' guide. However, only 38% of P1 English teachers used the blackboard according to the instructions in the teachers' guide.



The majority of teachers (between 78% and 100%) paid close attention and followed audio instructions, modeled saying and /or reading words and /or numbers for students with clarity.

Student participation

Student participation was variable across grades and subjects. The observation rubric considered completion of activities, active participation in activities, understanding of instructions, answering questions from the audio program, and ability to understand visual aids. Details of observation results are presented in Table 7.



Utilization of instructional technology and materials

The majority of observed teachers used phone with speakers and SD cards, the L3 teacher guide, the blackboard and chalk. Only between 22%-64% of Kinyarwanda teachers used read aloud books, whereas 52% of P3 English teachers used them while teaching. The observed P2 teachers did not use math manipulatives during their lessons while between 6% and 43% of P1 and P3 math teachers did use them. Other instructional materials used include stones, multiplication tables, MK books and students daily readers.

The observations also looked at the quality, use and performance of phones, and speakers, and found that overall the technology is performing generally well, and most teachers find it easy to operate. Tables below show the results.

Table 4. Volume of Speakers

| Rubric | Volume | Frequency | Percent |
|--------------------|-------------|-----------|---------|
| Volume of speakers | Low | 11 | 10.2 |
| | Loud (every | 97 | 89.8 |

| | | | |
|--|-------------------|------------|--------------|
| | learner can hear) | | |
| | Total | 108 | 100.0 |

Table 5. Teacher's ease with devices

| Rubric | Ease | Frequency | Percent |
|---------------------------|--------------|------------|--------------|
| Teacher ease with devices | Difficult | 8 | 7.4 |
| | Easy | 100 | 92.6 |
| | Total | 108 | 100.0 |

Table 6. How long does battery last?

| Rubric | Duration | Frequency | Percent |
|-----------------------------|--------------|------------|--------------|
| How long does battery last? | <40 mins | 22 | 20.4 |
| | >40 mins | 86 | 79.6 |
| | Total | 108 | 100.0 |

Table 7. Details of observation results

| Observation rubric | Grade | Subject taught | | |
|--|-------|----------------|---------|------|
| | | Kinyarwanda | English | Math |
| Teacher utilization of L3 programme | | | | |
| Prepares his/her blackboard and materials in advance. | P1 | 89% | 100% | 100% |
| | P2 | 100% | 73% | 83% |
| | P3 | 93% | 96% | 100% |
| Finds the lesson on the phone and prepares the speakers in advance. | P1 | 100% | 100% | 86% |
| | P2 | 100% | 82% | 100% |
| | P3 | 86% | 80% | 78% |
| Used his/her blackboard according to the instructions in the teachers' guide. | P1 | 100% | 38% | 86% |
| | P2 | 80% | 64% | 67% |
| | P3 | 93% | 92% | 83% |
| Ensured that each student had his/her required book/ materials or could share a book with one other student. | P1 | 78% | 50% | 57% |
| | P2 | 80% | 73% | 50% |

| Observation rubric | Grade | Subject taught | | |
|--|-------|----------------|---------|------|
| | | Kinyarwanda | English | Math |
| | P3 | 93% | 84% | 33% |
| Allowed children to view images in the books, flashcards, and/or other display materials for enough time for the children to focus on them (i.e. longer than 5 seconds). | P1 | 89% | 25% | 0% |
| | P2 | 80% | 18% | 33% |
| | P3 | 71% | 44% | 22% |
| Paid close attention to and followed the audio instructions. | P1 | 78% | 100% | 100% |
| | P2 | 100% | 82% | 100% |
| | P3 | 86% | 84% | 100% |
| Correctly repeated, interpreted, and/or translated, audio instructions for his/her class. | P1 | 78% | 88% | 100% |
| | P2 | 100% | 64% | 100% |
| | P3 | 93% | 72% | 100% |
| Respected the time parameters given for activities and adjusted his/her instruction according to the audio signals. | P1 | 78% | 88% | 100% |
| | P2 | 100% | 91% | 100% |
| | P3 | 93% | 72% | 94% |
| Used legible writing that was visible from the back of the classroom. | P1 | 89% | 88% | 100% |
| | P2 | 100% | 91% | 100% |
| | P3 | 100% | 100% | 100% |
| Modeled saying and/or reading words and/or numbers for students with clarity. | P1 | 78% | 88% | 100% |
| | P2 | 100% | 82% | 100% |
| | P3 | 86% | 84% | 100% |
| Pointed clearly at each element on the board when speaking, reading, and/or guiding students' reading. | P1 | 78% | 100% | 86% |
| | P2 | 100% | 91% | 83% |
| | P3 | 100% | 88% | 83% |
| Used gestures, drawings, miming and/or real objects to help students understand vocabulary and instructions. | P1 | 67% | 88% | 71% |
| | P2 | 100% | 73% | 100% |
| | P3 | 64% | 64% | 83% |
| Called on boys' and girls' in an equitable manner. | P1 | 100% | 88% | 100% |
| | P2 | 100% | 100% | 100% |
| | P3 | 93% | 92% | 89% |
| Evenly distributed questions and interactions (encouraging participation of those at the front and back, on the right and | P1 | 100% | 100% | 100% |
| | P2 | 100% | 91% | 100% |

| Observation rubric | Grade | Subject taught | | |
|---|-------|----------------|---------|------|
| | | Kinyarwanda | English | Math |
| on the left; asking questions of those who raised their hands and those who didn't). | P3 | 79% | 68% | 94% |
| Participated with students in songs and activities and encouraged them to participate. | P1 | 56% | 88% | 100% |
| | P2 | 90% | 73% | 67% |
| | P3 | 86% | 72% | 83% |
| Used pair work and/or group work during the lesson. | P1 | 56% | 100% | 100% |
| | P2 | 90% | 82% | 67% |
| | P3 | 71% | 44% | 83% |
| Taught the lesson without stopping the audio program. | P1 | 89% | 100% | 86% |
| | P2 | 100% | 55% | 67% |
| | P3 | 93% | 76% | 94% |
| Followed the teachers' guide instructions for follow-on activities. | P1 | 78% | 88% | 100% |
| | P2 | 90% | 73% | 100% |
| | P3 | 71% | 36% | 89% |
| Explained to students how they should continue to work on similar content after school. | P1 | 67% | 88% | 100% |
| | P2 | 70% | 73% | 83% |
| | P3 | 93% | 56% | 89% |
| Allowed students to take reading and/or other study material home. | P1 | 78% | 75% | 43% |
| | P2 | 50% | 55% | 67% |
| | P3 | 93% | 68% | 61% |
| Student participation | | | | |
| Had enough time to complete the activities during pauses. | P1 | 78% | 50% | 86% |
| | P2 | 90% | 64% | 50% |
| | P3 | 57% | 36% | 83% |
| Were actively participating in the activities. | P1 | 100% | 88% | 100% |
| | P2 | 90% | 91% | 100% |
| | P3 | 93% | 68% | 100% |
| Understood the instructions given by the teacher. | P1 | 100% | 75% | 100% |
| | P2 | 100% | 73% | 100% |
| | P3 | 100% | 84% | 100% |

| Observation rubric | Grade | Subject taught | | |
|---|-------|----------------|---------|------|
| | | Kinyarwanda | English | Math |
| Were able to answer the questions from the audio program. | P1 | 100% | 100% | 100% |
| | P2 | 100% | 64% | 100% |
| | P3 | 86% | 28% | 94% |
| Were able to understand the visual aids. | P1 | 44% | 50% | 71% |
| | P2 | 50% | 36% | 67% |
| | P3 | 50% | 40% | 67% |
| Utilization of instructional technology and materials | | | | |
| Phone | P1 | 100% | 100% | 100% |
| | P2 | 90% | 100% | 100% |
| | P3 | 93% | 100% | 100% |
| Speakers | P1 | 100% | 100% | 100% |
| | P2 | 100% | 100% | 100% |
| | P3 | 86% | 100% | 100% |
| The L3 teacher guide | P1 | 78% | 88% | 100% |
| | P2 | 100% | 91% | 83% |
| | P3 | 100% | 72% | 94% |
| The blackboard | P1 | 100% | 88% | 100% |
| | P2 | 100% | 100% | 100% |
| | P3 | 100% | 100% | 100% |
| Chalk | P1 | 100% | 75% | 100% |
| | P2 | 100% | 100% | 100% |
| | P3 | 100% | 100% | 100% |
| Student workbooks | P1 | 78% | 50% | 86% |
| | P2 | 80% | 64% | 67% |
| | P3 | 93% | 76% | 22% |
| Read aloud books | P1 | 22% | | |
| | P2 | 40% | | |
| | P3 | 64% | 52% | |
| Math manipulatives | P1 | | | 43% |

| Observation rubric | Grade | Subject taught | | |
|--------------------|-------|----------------|---------|------|
| | | Kinyarwanda | English | Math |
| | P3 | | | 6% |
| Other | P1 | 33% | 13% | 14% |
| | P2 | 20% | 0% | 17% |
| | P3 | 7% | 4% | 11% |

Discussion with the observed teacher

Table 8. Post-observation comments

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|--------------|--|--|---|------------------|
| P1 English | GS Muhoza II | Teacher before teaching the lesson charged speaker and cellphone. She managed also her time by reviewing the lesson which is in the teacher's guide. During the lesson, teacher has taken time in playing game and sing song with children. She also interpreted and repeated instructions from audio teacher. Children are active because they answering questions from audio and class teacher. they also follow instructions from audio and class teacher. However, teacher has not managed pair group work, and some activities were not done. | We agreed that for next lesson she try to listen well the lesson and motivate classroom. She will try to explain more instructions from audio teachers and repeat for children. She will also try to support children in pronunciation while teaching. She will manage well her classroom because some children were in their business. She will also ask questions to all children instead of asking questions to some. | None | 21-05-15 |
| | GS Nyacyina | Teacher has taken time in listening their lesson, she has also taken in reading lesson in reading it the teacher's guide. Teacher is circulating in class and monitor all learners and motivated them for participation, she has supported learners Children are very participative in the lesson and motivated, they know the songs and games from audio teacher so they are participating with in playing and in singing. | We agreed that he she will improved how she is managing pair work | None | 15-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|--------------|---|--|---|------------------|
| | Cyirabyo | The teacher was good in teaching and was really much attentive to audio instructions but , he was motivating the students , and explaining everything to the students | The teacher was teaching his lesson according to instructions in audio lesson but was less considering the teacher guide after audio stopped. The teacher promised that he is now going to pay much attention to teacher guide | Teacher recommended that these materials should be sustained because they are very much helping in teaching children , motivating them and facilitating teachers in their everyday activities | 09-06-15 |
| | GS Gaseke | Teacher charged speaker and cellphone, took time to listen audio lesson and took time in reading lesson in Teacher's guide. During the lesson, teacher managed to encourage children to participate and to give the answer. Teacher participated in song and game and song with children, Children also walked in pair group. There is a lack of control children while pair group. | We agreed with teacher that he managed to encourage children for participation, Children are hearing the instructions from audio teacher, they are participating in play game and sing song, they are interested on working in group,. For next lesson teacher will improve the management of Pair group of kids. she will use all minutes related to application and Evaluation | Teacher is requesting to Increase time related to pauses while audio lesson | 04-05-15 |
| | EP Mutandiar | She prepared her lesson before by charged her phone and speaker, followed instructions from audio teacher | she agreed that she will encourage children for participation, also encouraged boys and girls for participation | she is requesting to increase number of cellphones | 05-05-15 |
| | GS Muhoza II | Teacher before teaching the lesson charged speaker and cellphone. She managed also her time by reviewing the lesson which is in the teacher's guide. | We agreed that for next lesson she try to listen well the lesson and motivate classroom. she will try to explain more instructions from audio teachers and repeat for | None | 21-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|-----------------------|--------------|---|---|--|------------------|
| | | During the lesson, teacher has taken time in playing game and sing song with children. she also interpreted and repeated instructions from audio teacher. Children are active because they answering questions from audio and class teacher. they also follow instructions from audio and class teacher. However, teacher has not managed pair group work, and some activities were not done. | children. she will also try to support children in pronunciation while teaching. she will manage well her classroom because some children were in their business. She will also ask questions to all children instead of asking questions to some. | | |
| P1 Kinyarwanda | EP Gasiza | Teacher has taken time listening a lesson on phone even reading a lesson in the teacher's guide. While teaching teacher is showing image to the learners, she interpreted, modeled instructions from audio teacher. She is also circulating and asked different questions to the learners. While choral reading teacher has not supported children to go to the right page in their books, by my observation, children are not going at home with the readers. She has not explained a word amayugi to learners, five finger questions were not asked to learners | while discussion with the teacher she will continue to prepare well the lesson interpreting, modeling to the learners and manage to follow children while reading and ensure if learners are on the correct page and all of them try to work classroom. she will increase teaching aids | She is requesting increment if cellphones and speakers. she is also recommending to increase pauses during the pause | 10-06-15 |
| | GS Gahanga 1 | This teacher knows how to teach using audio very well. She did not use students books because they are very few but she has wrote the content the the students books on the blackboard before hands. | The teacher should keep up the good work. | !3 should distribute enough books to students. The pause for response especially for writing activities has to be | 23-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|--|--|--|------------------|
| | | She managed to teach her lesson without stopping the audio and without students books. I encouraged her to keep up the good work. The students were also very active and happy with the audio lesson. | | increased to let the teacher circulate and correct as many students as possible. | |
| | GS Mutongo | After classroom observation, I and the teacher had time to discuss on how she taught her lesson, she was not using the teacher guide, she was holding a cellphone without a speaker and was teaching with that cellphone alone. | Teacher agreed that she was not using a speaker and she really agreed that children were not hearing well to the instructions provided by audio teacher, she also agreed that she will always use and consider the teacher guide to be aware of the new teaching practices | Teacher recommended that L3 materials should be increased because they have little cellphones according to the number of teachers using cellphones , then when it is necessary to replace the technology, teachers are supposed to travel to kigali , they stop teaching and travel for long distances, teacher suggested that these materials should be available in Rusizi | 09-06-15 |
| | Mururu | Teacher prepared his lesson using the teacher guide , students were using their readers in the lesson and teacher was helping students to read , showing pictures to the students, however , the teacher was not paying much attention to audio, and he failed to direct students on the right page in their readers, and was reducing the volume of the speaker | After classroom observation discussion , the teacher promised that he is now going to improve what he was not performing well | Teacher recommended that L3 materials including the cellphones and speakers should be increased because teachers are in big number compared to the materials that were given to their school | 11-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|----------------|-------------|--|--|--|------------------|
| | Rwahi | After class room observation , I and the teacher discussed on how she taught the lesson , she was basing on the teacher guide , and tried to focus on the instructions in it, the children had their reader and were enjoying reading however the teacher was stopping audio programme for the children to complete the activities | Teacher agreed that she will not stop audio program again, that she is going to adapt to audio program rhythm | Teacher recommended that speakers should be strong enough to function properly because speakers are not resistant in terms of economizing power and it interferes with teaching learning process | 10-06-15 |
| | Rusunyu | The teacher used the teacher guide to prepare her lesson and children were all using their readers and were excited however the speaker was not on , the teacher was only using the cell phone to teach audio lesson . | After classroom observation in the discussion I had with the teacher, she agreed that she is now going to prepare her speaker and be sure it is fully charged before the lesson starts | Teacher recommended that speaker's technicians should be available near school because speakers are always not working properly | 10-06-15 |
| | GS Munyinya | Teacher has taken time to listen an audio lesson and charged cellphones and speaker. While teaching, teacher played games with children asked them questions and received answers from children. Children were motivated and followed teachers even answered to her questions. | We agreed that she will continue to follow children in all class, play with children and circulate in classroom. She will also continue to support children while reading and writing. | none | 13-05-15 |
| P1 Math | GS Bungwe | Teacher said that he charged speaker and cellphones, she has taken time in reading lesson planned in teacher's guide. While teaching teacher moved around and controlled children in practices, she played songs and games with children, | She will continue to follow and pay attention on audio instructions. participation in play with children .She will conduct regularly assessment after two weeks she will also put teaching aids in her | None | 26-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|--------------|---|---|--|------------------|
| | | she also repeated, interpreted and translated audio instructions. Children participating by answering questions from audio teacher .They do also exercises in their books | classroom. | | |
| | EP Murandi | Teacher has taken time for reading the lesson in the teacher's guide, he has also taken time for listening the lesson. While teaching, she started with activities of revision as it was indicated in teacher's guide. She has also monitored children and supported them while pair work. Children are participating in pair work and they | We agreed that she will continue to use materials in teaching process; she will also continue to support children in pair group. She will improve her manner of supporting children by circulation in all class | None | 15-06-15 |
| | GS Musanze I | This teacher has taken time to listen audio lesson before, she has also taken time by reading lesson in teacher's guide. She is using materials recommended for the lesson and read the lesson in teacher's guide. Children are participating and follow teacher | Teacher will continue to make good preparation. motivate learners ,use materials recommended for the lesson ,play game with children ,use clear language, manage her class. She will improve the following Put teaching aids classroom Use words wall Asses children after every two weeks | None | 18-06-15 |
| | EP Sahera | The teacher taught well the lesson giving the before audio lesson activities, following the instructions from the audio lessons, used pair work activities, marked | The teacher was advised to give exercises and evaluations activities and use well pair works. | There is no time for teachers to help weak students. The time for teachers to follow every | 18-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|-------------------|-------------|---|---|--|------------------|
| | | students 'work but she didn't give e exercises from the teacher guide. She only gave homework. | | student is not enough | |
| | GS Munyinya | Teacher has taken to listen the lesson before, during the lesson teacher respected instructions from audio lesson, motivated children for participation, them questions and managed to call children for coming on the chalk board for practices. Children followed instructions from audio and executed what was asked by audio teacher even classroom teacher. Teacher has forgotten to request children to bring stones. | I encouraged her to continue to motivate her class by calling all children, boys and girls I interpret instructions from audio teacher, playing and sing with children and circulate in class while teaching. She will not stop audio lesson. | none | 13-05-15 |
| | GS Bungwe | Teacher said that he charged speaker and cellphones, she has taken time in reading lesson planned in teacher's guide. While teaching teacher moved around and controlled children in practices, she played songs and games with children, she also repeated, interpreted and translated audio instructions. Children participating by answering questions from audio teacher .They do also exercises in their books | She will continue to follow and pay attention on audio instructions. participation in play with children .She will conduct regularly assessment after two weeks she will also put teaching aids in her classroom. | None | 26-05-15 |
| P2 English | Kabuye | The teacher knows how to use a phone and a speaker during the lesson. The big problem she has is to understand the | The teacher needs to make a big effort to learn English to be able to teach it. Otherwise manipulating | Provide alternative information in the teacher guide for the teacher | 10-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|-----------------------|-----------------|--|---|---|------------------|
| | | English language. It was very difficult for her to understand instructions from the audio. So it was also very challenging for her to guide the students in their activities during pauses. | phones and speakers, following the teacher guide was not a problem to her. | when she/he fails to follow instructions from the audio teacher. | |
| | GS Mutongo | After class, I and the teacher discussed on how the lesson was conducted, and congratulated her for the use of the teacher guide and following instructions | The teacher promised to continue using teacher guide properly and keep improving in using L3 materials | Teacher recommended that it would be better for the school to have a school based mentor because the mentor the school had , left two years ago | 09-06-15 |
| | GS Nkubi | The teacher was motivating students to answer questions from the audio lesson, but she needs improvement on following the instructions from audio lesson and also be able to give properly instructions to pupils. | The teacher was advised to help students in reading and also follow instructions from teacher guide. She was also encouraged to help students work efficiently in their pair work activities. | The audio lessons are too fast, the students in the classroom are not able to adapt to it. The technology materials are easily spoilt. | 18-06-15 |
| | EP Gashangiro 2 | before ,the teacher charged speaker and cell phone, he has also taken time for listening audio lesson and read lesson in teacher's guide. During lesson, he played game with students, interpreted instruction given by audio teacher, he called boys and girls. However, he is stopping a lesson. | While discussion we agreed that he will not stop lesson and manage the Time for the lesson | none | 11-05-15 |
| P2 Kinyarwanda | GS Bungwe | Teacher has not supported children she has not taken time for listening the lesson. No repetition, no interpretation | We agreed that before teaching she will take time for listening the lesson before. she will repeat for | none | 26-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|--|--|--|------------------|
| | | of audio instructions to children. | clarification to children, she will motivate learners | | |
| | EP Susa II | Teacher managed to read and listen lesson before, he charged cellphone speaker before and he makes sure that all learners have students' readers. During the lesson, teacher tried to follow instructions from audio teacher, he gave activities which can develop fluency and automaticity through choral reading and children identified words in random. He didn't asked children what they have learned | We agreed that he will continue to support learner and monitor them while choral reading and interactive writing. he will improve how he monitor pair work | none | 11-06-15 |
| | GS Remera | Teachers charged cellphones and speaker at the beginning of the lesson; she has also taken time by reading the lesson in the teacher's guide. While delivering the lesson, teacher is monitoring the children while game and help them in reading in students daily reader. She circulated and monitored learners | We agreed that for next lesson she will continue to monitor and support students while choral reading and pair reading. She will also continue to support learners in reading and writing activities. She will improve her manner of using teaching aids and posting them in classroom | none | 24-06-15 |
| | GS Ndago | The teacher well the lesson encouraging all learners to participate and answer questions and was moving around showing images to learners. She couldn't give after audio lesson programme activities. She would pay more attention | Following all instructions from teacher guide. | The speaker does not keep power for long, we need more powerful speaker. | 17-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|----------------|---|--|---|------------------|
| | | during audio lesson and encourage students to read carefully into their daily readers. | | | |
| | Shyorongi | Before teachers cellphone and speaker, she has taken time to listen and before she has connected speakers and cellphone in order to check if they are working. While teaching she respected instructions from teacher's guide, | During the lesson she has followed instructions from teacher's guide, children participated by answering asked by the Audio and class teacher. She needs to improve by stating word wall, and put teaching aids in her classroom | None | 05-05-15 |
| | EP Mutandiar | She has taken time of reading and listening lesson in audio, Teacher is respecting instructions from audio teacher from teacher's guide, she has also showed image to children while reading story. she asked questions as requested by audio teacher, children are participating and respond to audio question, they are very active. | The teacher has respected audio instructions, she has also motivated children to follow audio teacher and look to image from read aloud story. | She is requesting to increase pauses and cellphones | 05-05-15 |
| | GS Kanembwe II | Irene is good in teaching using L3 materials , she has her materials recommended for the lesson and she make sure all the students have their readers | The teacher was advised that When the audio teacher is reading the story , the classroom teacher is supposed to show pictures to the class learners , moving from front | Teacher recommended that cellphones are to be increased in their school | 05-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
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| | | | to back of the class, then she was advised that it is better to read through the teacher guide in advance to be sure of what teaching aid will be used in a lesson to avoid hesitation during the lesson , she was also advised that once audio is stopped , the lesson continues in the teacher guide, and the teacher is supposed to continue helping students doing the exercises as mentioned in the teacher guide | | |
| P2 Math | Ruhengeli PS | Teacher has taken time to listen and read a lesson in the teacher's guide. While delivering a lesson teacher was very active and followed instructions from audio teacher. Children were active during the lesson, they did practices in their workbook even on the chalk board. | We agreed that he will continue to take time for preparation, motivate children follow audio instructions, and manage her classroom. Motivate her classroom and follow all children | none | 22-05-15 |
| | EP Nyakinama II | Teacher has taken time for listening the lesson; she modeled, interpreted and asked more questions for all children. She has also circulated in classroom, all children participated by answering questions asked by class teacher and audio teacher, she asked children what they have learned. However, she has not given to the learners after audio activities. Speaker is used when it is charged on | Children were active and followed instructions from audio teacher even instructions from class teacher. She will try to monitor and orient children while group work. | none | 01-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
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| | | power. | | | |
| | EP Gasiza | Teacher has taken time for charging speaker and cellphone, she has also taken time in listening lesson even reading the lesson in the teacher's guide. While delivering the lesson, teacher followed instructions from audio teacher, children participated in song, game with children, all children boys and girls have participated in class and did exercises given by the teacher on the chalkboard and their notebooks. She has not written multiplication by two as indicated in teacher's guide | We agreed that she will continue to prepare well before, respect and follow all instructions given by the audio teacher follow and monitor children in group work. She will also circulate in classroom and ask all children boy and girls using clear language and interpret instructions from audio teacher. It's better to give time for children to share ideas and produce what they think about headline stories. | She is requesting increment of pauses during audio lesson and increment of speakers and cellphones | 10-06-15 |
| | Rwahi | Teacher was teaching her lesson according to audio teacher instructions and followed instructions in the teacher guide but was stopping audio for some times for further explanations | After classroom observation I and the teacher agreed that she will not stop audio program once again | Teacher recommended that L3 materials should be added in their school because cellphones they received some are not working due to speakers | 10-06-15 |
| P3 English | Ruhengeri PS | Teacher managed to charge cellphones and speaker before. He also tried to listen the lesson. While teaching, teacher explained, modeled instructions to children. However, teacher has not understood some instructions so that it affected learners' activities. Some activities were not done by the children because teacher has not explained the | While discussion with teacher accepted to read and listen more time the lesson. He accepted also to ask the colleagues some difficult words in audio. He will explain more activities to children and motivate them for participation because they were not active | none | 22-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
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| | | activity | | | |
| | EP Rugeshi | Teacher has prepared the lesson by listening at charging cellphone and speaker before. While teaching teacher tried to listen instructions they have received from audio teacher. However, teacher has not given time to children for reading, she has not also prepared children's readers, and she is stopping telephone and speaker. | We agreed that, teacher will take time for listening the lesson so that she understand instructions from audio teacher and follow them while teaching, she will not stop audio the lesson and will take time and give time for learners to practice. | she is saying that students are not on the level of children, it's better to improve the said by the teacher. | 02-06-15 |
| | Kabuye | The teacher is just a hard working teacher. She has not received any training from L 3 and this school does not have a mentor. She is a new teacher who want to learn. Her lesson was generally good. Her English is not too bad. She informed me that she is leaning how to use L3 materials from her colleagues. I encouraged her to keep up the good work and gave her my phone number, just to call me when she needs help. | The teacher will keep up the good work. She will have to listen carefully to the instructions to avoid misleading the students during the pauses for response. She should listen to the lesson before hands; practice some pronunciation before delivering the lesson. She should also be careful with the sound effect which will help her to manage well the pauses for response. | Prepare training for the new teachers who have no mentor at their school. Visit them more frequently for more help and support. | 10-06-15 |
| | EP Gahanga 2 | This teacher is very good. He is a good teacher of English. His pronunciation is good, he can follow all the instructions from the audio. It was easy for him to interpret those instructions and help students to do their activities during pauses. His class was very active. Their | The teacher should keep up the good work. He should also establish a mechanism to help him to put students in pairs without delaying and making noise. Eg: Make the groups before the beginning of the lesson, so that every child knows | The materials are excellent. The students like the games, songs in these materials. My task as a teacher has reduced a lot. These materials are really helpful. What needs | 23-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|---|---|---|------------------|
| | | level of English is also high compared to the students from other schools I visited. The only thing that the teacher has to improve is how to put students in pairs without making noise and taking long time. | who to work with during pair work. | to be changed is the management of the phones and speakers. Sharing these technologies is not an easy task. Sometime you do not get a phone when you are supposed to teach an audio lesson because another teacher is using it. | |
| | EP Rwamiko | The teacher taught well the lesson encouraging all students to repeat, to answer questions. However he couldn't follow the instructions in teacher guide: no application activities, no evaluation activities, no pair work activities were done. He neither showed images in teacher guide while the audio was playing the story. Additionally, the teacher couldn't remind the students to do the homework. | The teacher was encouraged to read the teacher guide instructions carefully and follow them while teaching. He will also try to show images to students while reading them a story, encourage the pair work activities, make students read the stories into their daily readers and especially give all the follow on activities. | We need more technology materials and more training on L3. | 15-06-15 |
| | GS Ndago | The teacher was motivating the students, paid attention to audio phone instructions. She needs to improve on giving all before audio activities; she didn't play buzz game before audio. She also needs to improve by giving all the after audio lesson activities and using pair work activity. | The teacher was advised to follow carefully the teacher guide instructions and give the pair work activities, give all follow on activities | The content of English is so large enough and it is beyond the capacity of P3 students. It should be adapted to students capacity. The speakers are easily spoiled and we need more others. | 17-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|---|--|--|------------------|
| | EP Rushoka | <p>I advised the teacher to listen carefully to the instructions from teacher guide, helping the students to become able to read, and especially showing them how to work in pairs. He was as well recommended to respect time as in teacher guide because 40 minutes run out before he finishes the lesson.</p> <p>The teacher was also advised to do his best to see how to cover the whole content. He was still teaching W8 of term 1, yet it is W10 of term two.</p> | <p>Reading carefully the instructions from teacher guide, helping students become able to read and work in pairs and resources respect of time.</p> <p>Respecting the programme in teacher guide so cover the whole content at the end of the year.</p> | <p>The technology materials are very few, we need more other materials so that each teacher may have his own materials.</p> <p>English in P3 is difficult to learners, you can find how to adjust it to the level of students.</p> | 24-06-15 |
| | GS Rugenge | <p>The teacher tried to motivate students asking them various questions, bringing in the real objects and also translate the instructions from audio to students. However, he has no teacher guide to follow and couldn't follow the instructions as stipulated in it. He didn't allow students to read into daily readers, no pair work activities and no follow on activities.</p> | <p>Follow the instructions from teacher guide, considering all stages of an audio lesson: Review, presentation, application, evaluation and home work.</p> <p>Allow students read into their daily readers; work in pairs as indicated in teacher guide.</p> | <p>The materials are not enough, we need more others.</p> <p>The speakers and the connectors are easily damaged.</p> | 24-06-15 |
| | EP Munazi | <p>The teacher is good in English and followed instructions from the audio lesson without stopping or pausing it. However, she does not encourage learners to reflect quickly to find answers even if they are active in raising their</p> | <p>Encourage students to reflect and say their answers without waiting for Mahoro and Hirwa to reply first; Listen to the audio teacher very often to improve her pronunciation and vocabulary.</p> | After discussion | 28-04-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|--|--|--|------------------|
| | | hands. She also needs to raise her level of pronunciation. | | | |
| | EP Sumba | The teacher tried to motivate the students speaking in a loud voice and has allowed students to take their reading books. Students were attentive to listen. The teacher was encouraged to tell the students to read during the audio lesson and not to stop the audio lesson. She was encouraged to give the after audio activities | To help students read into their daily readers To give all the activities after the audio programme Not to stop the audio lesson | Drawing a story and comment on it is not easy for students of P3 so better adapt the materials to the level of students The daily readers are not enough There would be small read aloud story collections for students We need more training on L3 | 04-05-15 |
| | EP Gasaka | The teacher was advised to follow all the teacher guide instructions while teaching She was as well advised to give after audio programme activities | Showing images to students while the text is being read Follow instructions in Teacher guide | Increasing the materials such phones and speakers | 04-05-15 |
| | GS Ruramba | I advised the teacher to read first all the instructions from the teacher so that she may be able to deliver the lesson.I also talked with teacher that she would give after the audio programme activities, showing the images in the Read Aloud Story Collection to the students as well as show the students how to read in their daily readers | Reading the teacher guide beforehand Giving after the audio program activities Showing students how to read daily readers | English found in the text is difficult for students so it should be adapted to the learners of P3 The audio teacher's tone (the lady) is confusing and she uses a low voice | 05-05-15 |
| | GS Nyanza B | The teacher was advised to give all the | To follow all the instructions in the | There would be additional | 06-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-----------------|---|--|--|------------------|
| | | activities after the audio programme as outlined in the guide | guide | materials for teachers | |
| | EP Nyanza | The teacher was advised to read all the instructions in the teacher guide and use it to give after the audio programme activities. He hasn't given an activity after the audio. He was also advised to show images to all students while the text is played on phone and to ask all students in the corners of the class | To follow instructions in the teacher guide and give all after audio lesson activities To show images to learners. To involve all learners by asking all of them questions and encourage them to speak | We need training on L3 materials, the mentor has not yet trained us on P3 materials The cover of daily readers is in white and students dirty it easily so it would be in other colors | 06-05-15 |
| | EP Remera | The teachers tried to motivate students using gestures and asking different questions to students and showing them the images from the Read Aloud Story Collection. However she couldn't follow the teacher guide instructions, giving the follow on activities, application, evaluation and homework as shown in teacher guide | The teacher was advised to follow instructions in the teacher guide and respecting lesson stages in it. She was also advised the to enable students to read well their daily readers | The materials in English are beyond the capacity of the students we teacher in P3.The English materials should be adjusted to the level of students in P3. The daily readers are not equal to the number of students, their number would be increased. | 13-05-15 |
| | GS Runda Isonga | The teacher tried to motivates the students and making the lesson real showing them the teaching aids such as brush, toothpaste, soap but she was stopping the audio lesson time after time, she couldn't let the audio lesson finish playing, and didn't follow teacher guide instructions. | The teacher was advised to follow all teacher guide instructions from the teacher guide and not to stop the audio lesson | There would be a possibility to go backward and forward while using audio lesson There are long lesson comparing the time we have to teach The content of English is beyond the capacity of | 14-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|--|--|---|------------------|
| | | | | learners | |
| | GS Kageshi | Good teacher following instruction on the teacher guide and tries to follow instructions provided by audio teacher | good teacher in teaching with L3 materials but should increase how to pay attention audio instructions | Teacher recommended training because the mentor did not train teachers at GS Kageshi | 12-05-15 |
| | | GOOD teacher showing pictures to learners, using songs to motivate learners, and following instructions in the teacher guide and audio lesson | However, the teacher was stopping audio for further explanations this consumed much time than provided | Teacher was claiming that materials are few compared to the number of teachers at Nyange PS, she said that it would be better if cell phones are increased | 12-05-15 |
| | EP Rango | The teacher has prepared the lesson and has brought in teaching aids and other necessary documents. He was able to control and give clear instructions to the class. He would like to increase the students' motivation next time, he should be following all teacher guide instructions for follow in activities, she shouldn't stop audio lessons. | To follow teacher guide instructions as shown in teacher guide Not stopping audio lessons Showing images to all learners during the story time | L3 materials are not enough there would be additional materials especially technology materials There are many lessons in one lesson, so it becomes confusing to the teacher and students The time is not enough. | 25-05-15 |
| | Ruhenege PS | Teacher managed to charge cellphones and speaker before. he also tried to listen the lesson. While teaching, teacher explained, modeled instructions to children. However, teacher has not understood some instructions so that it affected learners' activities. Some | While discussion with teacher he accepted to read and listen more time the lesson. He accepted also to ask the colleagues some difficult words in audio. He will explain more activities to children and motivate them for participation | none | 22-05-15 |

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|-----------------------|-------------|---|--|--|------------------|
| | | activities were not done by the children because teacher has not explained the activity | because they were not active | | |
| P3 Kinyarwanda | GS Nyanza | This teacher is very active. He knows how to teach using audio very well. The students are very good ready, they're responding very quickly during the audio lesson, they are excellent in group work. Everyone knows his/her partner. I encouraged him to keep up the good work. | The teacher should keep up the good work. On other hand, he should start a word wall that he does not erase and keep adding new words from every lesson. He should also pay close attention to what the audio teacher asks him to write on the board and write it correctly. | L3 materials are very well prepared. In the audio lessons, there is a need to add more time during the pause for response especially for the writing activities. | 23-06-15 |
| | Cyirabyo | The teacher was teaching her lesson according to audio instructions and teacher guide instructions | After discussion on how the teacher taught her lesson , I advised her on how the pair reading should be done and she agreed that the way she was administering it was different and agreed that she is now going to be sure that children A and B are really reading according to teacher instructions | Teacher recommended that cellphones and speakers are supposed to be increased because two teachers have to share one cell phone and wait for one to finish using the cellphone | 09-06-15 |
| | EP Sahera | The teacher taught well the lesson: she gave a review as in teacher guide, listened carefully to the instructions given by audio teacher and in teacher guide, and she also gave after audio activities. She also helped students to work in pairs and marked their work. | The teacher was advised to help students work efficiently in pairs, helps them become able to do silent and timed reading as well as increasing the number of words to read. | The time for students in classroom to answer is not enough, and the teacher does not have enough time to give feedback to students after he/she had done mistakes. | 18-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|---|---|--|------------------|
| | Epak | This teacher is good. He know how to manipulate phone and speaker, he can follow all instruction from the audio as well as helping the students to complete their activities on time. The teacher should also follow instructions from the guide for before and after the audio part of the lesson. | The teacher should keep up the good work. He should also remember to pay attention on the following: _ Correction of home work - Clean the black board before the lesson - Follow instructions in the guide for the after the audio program activities - It is good he told the students to take the readers home but it is very important to tell them what to do the readers. | Avail phones and speakers to teachers because what they have is not enough. | 04-05-15 |
| | GS Nyanza B | The lesson was quite interesting and students were actively participating. Next time the teacher would like to improve in following all the instructions in the teacher guide | The teacher was advised to follow the instructions as they are in the teacher guide so that she wouldn't deviate. | The audio lessons are overloaded, and especially in English it is hard to go with all steps in the teacher guide. The schedule contains many lessons comparing the term time | 06-05-15 |
| | GS Sanzare | The teacher was good in motivating learners with songs at the beginning and in the middle of the lesson, he was using the teacher guide and students had all their student readers | The teacher was congratulated and encouraged to continue using l3 materials as recommended, | The teacher said that cellphones should be increased because this school has got a few number of cellphones compared to the number of teachers | 07-05-15 |

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|---------------|-----------------|---|--|--|------------------|
| | GS Rugango | The teacher taught well the lessons respecting all instructions in teacher guide and time parameters. She also hold very well the read aloud that students could see images. Next time she would need to adapt students to the speed of learners, to encouraging students to work in pairs | Encouraging students to work in pairs and go with the audio speed. Preparing in advance and have all materials needed in the lesson. Moving around the class while showing students images in the Read Aloud | I also teach English and I found there would be a mixture of Kinyarwanda and English The audio speed is so fast so it should be adapted to the level of our students | 11-05-15 |
| | EP Mbazi | The teacher was advised to help students work well in pairs, to show them how to read well their daily readers as well as encouraging their writing activities. Likewise, she was advised to ask those in front and others in back and motivating boys and girls to participate | Organizing the class so that students become able to work efficiently in pairs, help students to become able to read their daily readers and especially catching up with the audio lesson speed. | The materials are not enough for all teachers, L3 would give more phones so that each teacher may have his/her own phone Story texts are too long for students of P3 to concentrate | 11-05-15 |
| | GS Nyinawimana | While preparation teacher read lesson in teacher's guide and managed to take time in listening lesson. During lesson teacher showed image to children while reading, she has guided children for reading in their readers. Children followed and participated in lesson. Pause was not sufficient | While discussion we agreed that she will continue to motivate children and follow all instructions from audio teacher and Class teacher | She is requesting to increase pauses | 13-05-15 |
| | EP Gacurabwenge | Teacher charged cellphone and speaker, she also read lesson the teacher's guide. During the lesson, teacher showed image from story, she modeled, interpreted words from audio teacher for facilitating | Teacher gave exercises to children, she circulated in all class and asked different questions to children. While interactive writing she has respected punctuation she gave | none | 14-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|----------------|-------------|--|---|---|------------------|
| | | children to understand. Children were motivated and answered to questions asked by the class teacher and audio teacher | after audio activities. However, she has not given to children for showing syllables. | | |
| P3 Math | EP Susi | Teacher has taken time in listening the lesson, charged cellphone and speaker. During the lesson, teacher circulated in classroom asking questions, repeated instructions from audio teacher. Children are participating in a lesson by answering to the exercises given by the teacher on the chalk board, in their notebooks even in group work. It's better to control if children are working together while pair works. I observed that this lesson was delivered | after discussion with teacher, we agreed that he will continue to motivate children and move in classroom, give exercises in classroom and monitor children in pair work and encourage them to work together ,she will give time to learners for sharing ideas on headline story. This was taught before, she accepted | Increase pause and cellphones | 11-06-15 |
| | EP Murandi | Teacher managed to listen the lesson before, he also charged speaker and cellphone. During the lesson he followed instructions from teacher's guide, she motivated children for participating where he called boys and girls. However he will improve the pair work management because he didn't manage well the group. While exercises he has not explained well children what they have to do. | After long discussion, he will continue to respect and follow instructions, he will improve how he is monitor group work, he will also manage discipline in his classroom, he will explain more headline story and show to learners how they could share ideas in group because children have not shared different ideas in pairs and in all classroom. | none | 15-06-15 |
| | GS Rugenge | The teacher taught well the lessons following audio instructions and | Helping students to work efficiently in pairs | The audio lessons are too speedy and the teacher do | 24-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|--|--|---|------------------|
| | | instructions from the teacher guide: she gave the before audio activities (division by two), responded appropriately to instructions from teacher guide, and after the audio she gave all follow on activities as well as the homework as it is in teacher guide. She also put students work in pairs, corrected their work, and respected time for each part of the lesson. | | not have time to help the weak the students | |
| | GS Matimba | <ul style="list-style-type: none"> - The teacher managed to teach math using L3 audio materials and struggled to keep the volume of the speaker up even if it was difficult to maintain given the problems with cables and the speaker's battery which needed to be replaced; -She did not take care of pupils' pair work even if she got the instruction from the audio teacher to help learners work in pairs; -Students are still slow in their reflection and practices and this make the time of pauses to be shortened; -It's good that the teacher provided learners with homework. | The teacher should help learners to work in pairs; She should also emphasize on the automaticity of learners by helping them to reflect more quickly and work with a certain speed on the blackboard or in their notebooks. | No recommendation | 28-05-15 |
| | EP Giseke | The teacher was advised to check well students while doing pair work activities because some are not participating during pair work activities | Encouraging all the students to actively participate during pair work activities | If possible there would be an increase on the number of materials so that the materials became enough in the school | 05-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|----------------------|--|--|--|------------------|
| | | | | There would be more trainings on L3 materials so that we become able to master very well the use of the materials | |
| | GS Kanama Catholique | Claudine is a good teacher as far as using L3 materials is concerned, she starts her lesson by asking questions to the students that orients the minds of learners in the new lesson and by clarifying the objective of the lesson | The teacher was advised that it is better to make students' groups in advance because when it was time for group work students were hesitating as they do not know how to behave during this activity | Teacher , after clarifying the great importance of L3 materials in sustaining quality education , she said that it was better if teachers are trained on how to maintain these audio materials so that basic reparation can be done by teachers themselves | 04-05-15 |
| | GS Gasagara | The teacher taught well the lesson motivating students, following the instructions from the teacher guide but the class was noisy. | The teacher was advised to discipline the students, encourage students work efficiently and collaboratively in their pairs and finding the lesson to teach in advance as well as requiring the students to have found the manipulative before starting a lesson. | There would be enough materials for teachers Sharing one phone among two teachers is not practical The materials were damaged and we still have only one connector Also the speakers batteries have become too weak | 12-05-15 |
| | EP Hiltop | I advised the teacher to do his best to encouraging students working into their | Encouraging students' work in pairs Encouraging students to be faster | When students have not understood the lesson it is | 14-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|----------------|---|--|--|------------------|
| | | pairs and monitor what they are doing into their pair work activities. The students' speed while answering questions during the pauses needs to be increased. | while doing activities during the pauses | not possible because every lesson is planned Sometimes materials are deceiving in the middle of the lesson Sharing materials is a challenge to teachers who use them | |
| | EP Cyahi | Before teaching teacher tried to read and listen to audio lesson, Children participated in lesson while counting using real materials which were stones. They manipulated and participate and gave responses to teachers, teacher circulated, interpreted and given instructions to children. He has not played song as it was indicated in teacher's guide | After discussion we agreed that he will continue to motivate children to participate and monitor them while Pair group work, However, he will not use again cellphone in his own business because he was called and lesson stopped. He will cover also after audio activities which were not covered during the lesson | none | 12-05-15 |
| | GS Nyinawimana | Teacher charged cellphone and speaker before. During the lesson children were active because they answered questions from audio teacher and class teacher. However, while pair work, she didn't managed well group work for children | We agreed that for next lesson, she will continue to support children while lesson and motivate children to follow and give answers to class teacher. She will continue to play games with children. | none | 13-05-15 |
| | | The teacher started motivating students with songs, following instructions in the teacher guide and in audio | Teacher used adequate pair works and children did well the activities in groups, she succeeded the lesson teaching according to instructions in the teacher guide | teacher recommended that trainings are needed as far as the school is not supported by a school based mentor, and also to | 14-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|---|--|---|------------------|
| | | | and in audio | increase the number of cell phones | |
| | GS Matimba | <ul style="list-style-type: none"> - The teacher managed to teach math using L3 audio materials and struggled to keep the volume of the speaker up even if it was difficult to maintain given the problems with cables and the speaker's battery which needed to be replaced; -She did not take care of pupils' pair work even if she got the instruction from the audio teacher to help learners work in pairs; -Students are still slow in their reflection and practices and this makes the time of pauses to be shortened; -It's good that the teacher provided learners with homework. | The teacher should help learners to work in pairs; She should also emphasize on the automaticity of learners by helping them to reflect more quickly and work with a certain speed on the blackboard or in their notebooks. | No recommendation | 28-05-15 |

Summary

108 subject teachers were observed during monitoring visits in Quarter 3 of FY2015 and all observed teachers had previously participated either to L3 training or were trained by the SBMs. The majority of the sampled teachers follow the L3 programme in teaching students. It was observed that nearly all the sampled teachers use L3 technology (phone with SD cards and speakers, but they did not use read aloud books, student workbooks and math manipulatives during their lessons.

Annex 1. L3-audio observation Form

| Question ID | Question | Answer |
|-------------|--|--|
| 1 | Date | |
| 2 | 1. Observer's information | |
| | <i>Last name</i> | |
| | <i>First name</i> | |
| 3 | 2. Position | L3 Provincial coordinator L3 Material developer School-based mentor Senior mentor Inspector VSO volunteer Peace corps volunteer Other |
| 4 | 3. School name | |
| 5 | 4.1 Teacher name | |
| | <i>Last name</i> | |
| | <i>First name</i> | |
| 6 | 4.2 Class observed | P1 P2 P3 P4 |
| 7 | 4.3 Subject taught | Kinyarwanda English Math |
| 8 | 4.4 Total number of: | |
| | <i>Boys</i> | |
| | <i>Girls</i> | |
| 9 | 4.5a Program term | |
| 10 | 4.5b Program week | |
| 11 | 4.5c Lesson number | |
| 12 | 5. Teacher Practices Before the lesson, the teacher: | |
| | <i>5.1 Prepares his/her blackboard and materials in advance.</i> | Yes No |

| | | |
|----|---|------------------|
| | | N/A |
| | <i>5.2 Finds the lesson on the phone and prepares the speakers in advance.</i> | Yes No N/A |
| 13 | During the lesson, the teacher: | |
| | <i>5.3 Used his/her blackboard according to the instructions in the teachers' guide.</i> | Yes No N/A |
| | <i>5.4 Ensured that each student had his/her required book/ materials or could share a book with one other student.</i> | Yes No N/A |
| | <i>5.5 Allowed children to view images in the books, flashcards, and/or other display materials for enough time for the children to focus on them (i.e. longer than 5 seconds).</i> | Yes No N/A |
| | <i>5.6 Paid close attention to and followed the audio instructions.</i> | Yes No N/A |
| 14 | During the lesson, the teacher: | |
| | <i>5.7 Correctly repeated, interpreted, and/or translated, audio instructions for his/her class.</i> | Yes No N/A |
| | <i>5.8 Respected the time parameters given for activities and adjusted his/her instruction according to the audio signals.</i> | Yes No N/A |
| | <i>5.9 Used legible writing that was visible from the back of the classroom.</i> | Yes No N/A |
| | <i>5.10 Modeled saying and/or reading words and/or numbers for students with clarity.</i> | Yes No N/A |
| 15 | During the lesson, the teacher: | |
| | <i>5.11 Pointed clearly at each element on the board when speaking, reading, and/or guiding students' reading.</i> | Yes No N/A |

| | | |
|----|--|------------------|
| | <i>5.12 Used gestures, drawings, miming and/or real objects to help students understand vocabulary and instructions.</i> | Yes No N/A |
| | <i>5.13 Called on boys' and girls' in an equitable manner.</i> | Yes No N/A |
| | <i>5.14 Evenly distributed questions and interactions (encouraging participation of those at the front and back, on the right and on the left; asking questions of those who raised their hands and those who didn't).</i> | Yes No N/A |
| 16 | During the lesson, the teacher: | |
| | <i>5.15 Participated with students in songs and activities and encouraged them to participate.</i> | Yes No N/A |
| | <i>5.16 Used pair work and/or group work during the lesson.</i> | Yes No N/A |
| | <i>5.17 Taught the lesson without stopping the audio program.</i> | Yes No N/A |
| 17 | After the audio lesson, the teacher: | |
| | <i>5.18 Followed the teachers' guide instructions for follow-on activities.</i> | Yes No N/A |
| | <i>5.19 Explained to students how they should continue to work on similar content after school.</i> | Yes No N/A |
| | <i>5.20 Allowed students to take reading and/or other study material home.</i> | Yes No N/A |
| 18 | 6. Students 6a. During the lesson, the students: | |
| | <i>6.1 Had enough time to complete the activities during pauses.</i> | Yes No N/A |

| | | |
|----|---|--|
| | 6.2 Were actively participating in the activities. | Yes No N/A |
| | 6.3 Understood the instructions given by the teacher. | Yes No N/A |
| 19 | 6a. During the lesson, the students: | |
| | 6.4 Were able to answer the questions from the audio program. | Yes No N/A |
| | 6.5 Were able to understand the visual aids. | Yes No N/A |
| 20 | 7. Post Observation 7.1 To deliver this lesson, the teacher used (Tick all that apply): | Phone Speakers The L3 teacher guide The blackboard Chalk Student workbooks Read aloud books Flashcards Math manipulatives Other |
| 21 | 7.2 Has teacher attended L3 training? | Yes No |
| 22 | 7.3 Does the school based mentor provide training on the L3 program? | Yes No |
| 23 | 8. Quality, Use, and Performance of Phones, Speakers, and Solar Panels 8.1 Volume of speakers | Low Loud (every learner can hear) |
| 24 | 8.2 Teacher ease with devices | Difficult Easy |
| 25 | 8.3 How long does battery last? | <40 mins >40 mins |
| 26 | 8.4 Obvious problems with solar panel? | Yes |

| | | |
|----|--|-------------------------------------|
| | | No |
| 27 | 9. Post- observation discussion 9.1 Provide highlights of your discussion with the teacher: | |
| 28 | 9.2 Action points agreed upon by observer and teacher: | |
| 29 | 9.3 Teacher-recommended changes to L3 program: | |
| 30 | Data status | real data! practice or test data |

L3 Non-Audio Lessons Observation

Summary Report



Quarter 3 FY15

EDC-L3

Monitoring and Evaluation Department

July 2015

List of Acronyms

EDC: EDUCATION DEVELOPMENT CENTER. INC

FY: FISCAL YEAR

SBMs: SCHOOL BASED MENTORS

Introduction

L3 staff conducted 147 classroom observations of non-audio lessons in Q3 2015. The purpose of monitoring is to collect data on the implementation of L3 initiative, to inform L3 management team and key stakeholders with up-to-date information about the progress of L3-related activities and use the information to adjust and improve L3 performance and delivery.

Specifically, non-audio observation results help monitor changes in teachers' instructional practices in teaching students (including their ability to promote problem solving and critical thinking and to foster a collaborative, equitable learning environment) and teachers' use of learning and teaching materials. All observations were conducted by L3 provincial coordinators. L3 non-audio observation forms were used and data was entered into SurveyToGo software using tablets, in which the non-audio observation form (Annex 1) was programmed.

Of the 147 classrooms observed, 37% were Kinyarwanda lessons, 34% for Math lessons and 29% for English lessons as displayed in table 1 below. 36% were conducted in P3, 35% in P2 and 29% were conducted in P1 classrooms.

Table 1. Distribution of observations

| Class observed | Subject taught | | | Total | % |
|----------------|----------------|------------|------------|-------------|-------------|
| | Kinyarwanda | English | Math | | |
| P1 | 20 | 11 | 11 | 42 | 29% |
| P2 | 17 | 17 | 18 | 52 | 35% |
| P3 | 17 | 15 | 21 | 53 | 36% |
| Total | 54 | 43 | 50 | 147 | 100% |
| % | 37% | 29% | 34% | 100% | |

Observations were conducted nationwide. Details are in the table 2 below.

Table 2. Distribution of observations per province

| Province | Grade | Subject | | | Total |
|----------|--------------|-------------|-----------|-----------|-----------|
| | | Kinyarwanda | English | Math | |
| East | P1 | 11 | 3 | 1 | 15 |
| | P2 | 0 | 4 | 4 | 8 |
| | P3 | 3 | 3 | 5 | 11 |
| | Total | 14 | 10 | 10 | 34 |
| North | P1 | 6 | 5 | 7 | 18 |
| | P2 | 9 | 9 | 8 | 26 |
| | P3 | 7 | 8 | 7 | 22 |

| Province | Grade | Subject | | | Total |
|--------------------|--------------|-----------|-----------|-----------|------------|
| | Total | 22 | 22 | 22 | 66 |
| West | P1 | 2 | 1 | 2 | 5 |
| | P2 | 4 | 2 | 4 | 10 |
| | P3 | 3 | 3 | 4 | 10 |
| | Total | 9 | 6 | 10 | 25 |
| South | P1 | 1 | 2 | 1 | 4 |
| | P2 | 4 | 2 | 2 | 8 |
| | P3 | 4 | 1 | 5 | 10 |
| | Total | 9 | 5 | 8 | 22 |
| Grand total | | 54 | 43 | 50 | 147 |

All observed teachers participated either at L3 training or received mentoring/training from the SBM assigned to their schools. Table 3 shows that 53 observed teachers have been trained by L3 and 93 teachers attended the training organized by the school based mentor. The following table shows the observed results.

Table 3. Training of observed teachers

| Rubric | | count | Class | | | Total |
|--|-----|-------|-----------|-----------|-----------|------------|
| | | | P1 | P2 | P3 | |
| Has the teacher attended L3 training? | yes | | 15 | 19 | 19 | 53 |
| | no | | 27 | 33 | 34 | 94 |
| Total | | | 42 | 52 | 53 | 147 |
| Has the teacher received mentoring from the school-based mentor assigned to this school? | yes | | 25 | 33 | 35 | 93 |
| | no | | 14 | 15 | 17 | 46 |
| | n/a | | 3 | 4 | 1 | 8 |
| Total | | | 42 | 52 | 53 | 147 |

The observation protocol contained the following sections:

5. Teacher's use of L3 programme
6. Student participation
7. Utilization of materials provided by L3
8. Discussion with the observed teacher

Teacher utilization of L3 programme

L3 teachers' manuals provides daily lesson plans for teaching literacy and numeracy skills in a highly explicit and directive way. Each lesson plan is tied to a specific objective and competence. Instruction is both carefully sequenced and purposeful: and all activities are embedded in meaningful reading, writing activities or problem solving activities. The lesson plan guides teachers to implement specific teaching activities. The structure of the lesson reflects the focus on explicit instruction, scaffold learning, and guided practice. The teacher teaches a skill to the class and all students have an opportunity to practice the skill under the teacher's direction. At the same time the structure builds in opportunities for students to work together with a partner to independently reinforce their understanding and to apply the skills learned in new contexts. Working with a partner increases opportunities for communication, since all students get to talk and practice learning activities, use specific teaching strategies and employ specific instructional materials. It also provides students with opportunities to share their thinking with a partner or to work through a problem together. The observation focuses on how well teachers implement the recommended lesson activities in the teacher guide. The observations found that the use of the L3 programme varies widely across grades and subjects and teachers implement the activities with varying levels of success. Key observations are outlined below:

Over 50% of all observed Kinyarwanda and Math teachers managed to follow the instructions in the teacher guide. -47% of English teachers followed the instructions.

The majority of observed teachers did not give students opportunity to work with partners. The exception being P1 Kinyarwanda teachers (60%).

Although all teachers did not consistently use the L3 programme, there were a few areas that all or almost all observed teachers did very well. For instance, teachers asked students questions during lessons to reinforce understanding (82%-); teachers moved around the classroom (94%-; teachers spoke loudly so all students could hear (89%-; the teacher used legible writing that is visible from the back of the classroom (73%-) and teachers equally encouraged boys' and girls' participation in the classroom (87%-), the teacher evenly distributed questions and interactions (82%-).

In some areas many teachers struggled to adhere to recommendations in the programme such as, organising the classroom according to the directions in the teachers' guide, using pair work and /or group work during the lesson as well as allowing all children to view images, flashcards, and/or other display materials for enough time for children to focus on them.



Student participation

Student participation was also observed in the classroom. Results show that in the majority of classrooms observed students were actively participating in lesson activities (90%- and were able to understand the instructions given by the teacher (91 %-). All observation results can be found in Table 4 below.



Utilization of instructional materials

Results suggest also that student workbooks are used more frequently in Kinyarwanda classes than in English or Math in which approximately 87% of Kinyarwanda classes use student workbooks while only 47% of English and math classes use them. The observed teachers did not use widely flashcards (7%) and math manipulatives (13%). On average, 24% of all observed teachers did use other materials including stones, pictures/images, other books, charts, notebooks, beans, pencils and calendars.

Discussion with the teacher

Observers conducted post observation interviews with to discuss what the teacher did well during the lesson and areas for improvement if any. Highlights of these conversations can be found in Table 5.

Table 4. Details of observation results

| Observation rubric | Subject taught | | |
|--|----------------|---------|------|
| | Kinyarwanda | English | Math |
| The teacher explained the objective of the lesson. | 50% | 0% | 18% |
| | 29% | 24% | 11% |
| | 29% | 7% | 52% |
| The teacher used games and activities to help children develop phonemic and phonetic awareness (i.e. the ability to identify individual sounds in words and the ability to identify the letter or symbol representing those sounds). | 80% | 36% | |
| | 65% | 29% | |
| | 47% | 53% | |
| The teacher assisted students to practice their automaticity and fluency (i.e. through choral reading, through identifying letters or words in random order, etc). | 90% | 55% | |
| | 94% | 53% | |
| | 71% | 47% | |
| The teacher used gestures, drawings, miming and/or real objects to help students understand vocabulary and instructions. | 70% | 82% | 64% |
| | 65% | 59% | 50% |
| | 59% | 80% | 52% |
| The teacher provided a variety of mental math activities (calculations/estimations that are done in the students' head without the guidance of pencil and paper.) | | | 73% |
| | | | 83% |
| | | | 81% |
| The teacher used chants, songs, role plays, and/or games to support students' learning. | 70% | 55% | 45% |
| | 47% | 35% | 28% |
| | 41% | 40% | 29% |
| The teacher asked students a variety of questions during the lesson to reinforce students' understanding. | 95% | 91% | 100% |
| | 94% | 82% | 94% |
| | 88% | 93% | 95% |
| The teacher held the storybook during his/her reading so that the children could see the pages. | 45% | 0% | |
| | 47% | 6% | |
| | 35% | 27% | |
| Students were given an opportunity to practice vocabulary or simple calculations. | 75% | 82% | 100% |
| | 71% | 47% | 83% |

| Observation rubric | Subject taught | | |
|---|----------------|---------|------|
| | Kinyarwanda | English | Math |
| | 76% | 60% | 86% |
| Students were given an opportunity to work with a partner. | 60% | 18% | 27% |
| | 35% | 29% | 33% |
| | 24% | 27% | 43% |
| The teacher asked children what they enjoyed about the lesson. | 40% | 36% | 36% |
| | 53% | 18% | 6% |
| | 47% | 20% | 10% |
| The teacher asked children what they had learned from the lesson. | 55% | 36% | 64% |
| | 59% | 41% | 28% |
| | 47% | 33% | 33% |
| The teacher summarized the main points of the lesson for the children. | 50% | 36% | 64% |
| | 71% | 35% | 33% |
| | 59% | 47% | 33% |
| The teacher explained to students how to continue to practice when they returned home after school. | 60% | 45% | 73% |
| | 71% | 53% | 56% |
| | 82% | 40% | 76% |
| The teacher followed the instructions in the teacher guide. | 75% | 45% | 64% |
| | 53% | 35% | 61% |
| | 53% | 47% | 62% |
| The teacher used the materials recommended for the lesson. | 75% | 45% | 45% |
| | 53% | 41% | 61% |
| | 47% | 47% | 48% |
| The teacher ensured that each student had his/her required materials (other than the book) and/or could share materials with one other student. | 80% | 73% | 73% |
| | 94% | 47% | 61% |
| | 76% | 80% | 62% |
| The teacher ensured that each student or group of students was on the correct page of the book throughout the lesson. | 70% | 0% | |
| | 76% | 12% | |
| | 59% | 53% | |
| The teacher allowed all children to view images, flashcards, and/or other display materials for enough time for the children to focus on | 55% | 27% | 18% |
| | 35% | 12% | 28% |

| Observation rubric | Subject taught | | |
|--|----------------|---------|------|
| | Kinyarwanda | English | Math |
| them (i.e. longer than 5 seconds). | 29% | 20% | 24% |
| The teacher pointed to each element on the board when speaking, when reading, and when guiding students' reading. | 90% | 73% | 64% |
| | 82% | 88% | 72% |
| | 88% | 80% | 86% |
| The teacher organized his/her classroom according to the directions in the teachers' guide. | 10% | 0% | 18% |
| | 24% | 6% | 17% |
| | 18% | 0% | 29% |
| The teacher walked and moved around his/her classroom, including delivering some instructions from different points in the room. | 95% | 82% | 100% |
| | 100% | 100% | 94% |
| | 94% | 100% | 100% |
| The teacher spoke loudly enough so that all students could hear. | 95% | 100% | 100% |
| | 100% | 100% | 89% |
| | 100% | 100% | 100% |
| The teacher used legible writing that was visible from the back of the classroom. | 100% | 73% | 91% |
| | 100% | 100% | 94% |
| | 100% | 87% | 95% |
| The teacher equally encouraged boys' and girls' participation. | 100% | 100% | 91% |
| | 100% | 94% | 100% |
| | 100% | 87% | 100% |
| The teacher evenly distributed questions and interactions (encouraged participation of those at the front and back, on the right and on the left; asked questions of those who raised their hands and those who didn't). | 100% | 82% | 82% |
| | 94% | 88% | 100% |
| | 88% | 93% | 100% |
| The teacher used pair work and/or group work during the lesson. | 55% | 36% | 18% |
| | 47% | 29% | 39% |
| | 53% | 20% | 33% |
| Student participation | | | |
| Did students have enough time to complete the activities during pauses? | 45% | 36% | 27% |
| | 29% | 24% | 17% |
| | 35% | 20% | 38% |
| Were students actively participating in the activities? | 100% | 91% | 91% |

| Observation rubric | Subject taught | | |
|--|----------------|---------|------|
| | Kinyarwanda | English | Math |
| | 100% | 94% | 94% |
| | 94% | 93% | 90% |
| Did students understand the instructions given by the teacher? | 100% | 91% | 100% |
| | 100% | 94% | 94% |
| | 94% | 93% | 100% |
| Were students able to understand the visual aids? | 35% | 45% | 36% |
| | 41% | 29% | 28% |
| | 29% | 47% | 38% |
| Utilization of instructional materials | | | |
| The L3 Teacher's guide | 95% | 82% | 91% |
| | 76% | 88% | 72% |
| | 76% | 60% | 86% |
| The blackboard | 95% | 100% | 91% |
| | 100% | 100% | 100% |
| | 100% | 93% | 100% |
| Chalk | 100% | 100% | 91% |
| | 100% | 100% | 100% |
| | 100% | 93% | 100% |
| Student workbooks | 90% | 36% | 64% |
| | 94% | 29% | 44% |
| | 76% | 73% | 33% |
| Read Aloud Books | 40% | | |
| | 24% | | |
| | 41% | 20% | |
| Flashcards | 20% | 9% | 0% |
| | 0% | 0% | 6% |
| | 12% | 0% | 14% |
| Math manipulatives | | | 18% |
| | | | 11% |
| | | | 10% |

| Observation rubric | Subject taught | | |
|--------------------|----------------|---------|------|
| | Kinyarwanda | English | Math |
| Other | 15% | 64% | 9% |
| | 35% | 6% | 17% |
| | 18% | 47% | 5% |

Table 5. Post-observation comments

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|-------------------|-------------|---|---|--|------------------|
| P1 English | EP MUTETE | Teacher is not using cellphones and speakers because cables are not working; she has not taken time in reading the lesson and prepares well the lesson. She has not followed instructions from teacher's guide she said that she had not time for preparation | We agreed that she will observe and use games and songs as indicated in the teacher's guide. Generally this teacher doesn't have knowledge of teaching English. I advised to the Head teacher to change her and give English lesson to an other | none | 09-06-15 |
| | EP RUKORE | This teacher has taken time in reading and materials preparation. She encouraged children for participation and motivated them. She is respecting instructions from teacher s guide but done activity were not conducted like games, songs, letters name and letter name and letter sounds, | We agreed that she is going to follow teacher's guide, take time of reading and understand what she is going go teach, she has not managed the time so, she has used less than reserved for the lesson | none | 16-06-15 |
| | EP MUNINI | Children have pointed colors on the chalk board and in the books in the teacher's guide. Children have not identified sound [g], teacher has not played buzz game with learners, also she has taught the lesson which was audio as non-audio. | we agreed that for next lessons, she will use materials like cellphone, speaker, she will follow all instructions from guide | none | 23-06-15 |
| | CYETE | Teacher was good in teaching , she was clear and pointed to all students without focusing on those who rise up only, however she prepared her lesson not basing on the teacher guide | Teacher agreed that teacher guide was not considered to prepare this lesson , but she was agreed that she is going to improve positively using teacher guide | Teacher recommended that better should be that Cyete primary school is given a school based mentor to help them prepare lessons and train them | 10-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|------------------|---|--|---|------------------|
| | GS GATORE | Chantal is an excellent teacher. She has a very nice voice. All the children were very happy to listen to the story she read to them. She can control her class a hundred per cent. No one was talking or disturbing during the lesson. Her students are very | -Following instructions from the TG and go up to the end of the lesson; -Tell to students the objectives of the lesson and ask them what they enjoyed, learnt and summarize the content of the lesson. | No recommendation right now. | 02-06-15 |
| | GS GAHURIRE | -This lesson was supposed to be audio lesson but the teacher taught it without using the audio material. She said that all speakers are no longer working!!! -The teacher did not cover the whole topic as required for a period of 40 minutes. She just showed the materials to learners and explained them the difference between one and two books; -No related activities were given to students. | -Work with the school administration to find a solution of keeping audio materials working such as replacing the batteries and wires' cables; -Respect the teaching tips suggested in the TG and all the three parts of the audio lesson. | -Improving the audio materials by providing sustainable materials. | 04-06-15 |
| | EPAK | This is a very good teacher. He tried to follow all the instructions in the guide. He was encouraging all the students to participate even those who did not want to raise their hands. He used flash cards made from manila papers. However, he needs to explain the objective of the lesson to students before hands. He needs to ask them what they learnt/liked from the lesson as well as remembering to give them a homework and check it the next day. | The teacher will keep up the good work. He will also make sure that he explains the objective of the lesson before starting it. He will also remember to summarize the main points at the end of the lesson together with the students. He will be using the following question: What did you learnt/like from the lesson. | The program is good and very helpful. We need continuous trainings about the new techniques regarding how to teach Kinyarwanda, English and Math efficiently. | 04-05-15 |
| | EP GACURABWE NGE | Before teaching the lesson she stated methodology to be used and set strategies, she read also the lesson in the teacher's guide. | We agreed that for next lesson she will prepare materials in advance and cover all elements indicated in the | none | 14-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|-----------------------|-----------------|---|--|--|------------------|
| | | Teacher managed to motivate children in classroom by asking questions and gave explanations to children she has also called boys and girls. Children played games with teacher | teacher guide like Evaluation and Homework even sing with children | | |
| | EP MBUGA | The teacher was motivating but didn't use the teacher guide. She was using New Primary English , Grade 1. | The teacher was advised to use the teacher guide and follow all instructions in teacher guide | The drawing in the daily readers are not clear and not common in rural areas so students don't understand well the story because of confusing images | 27-05-15 |
| | EP MUSHIRARUNGU | The teacher taught without the teacher guide and any other teaching material, so she was advised to teach using the teacher guide, following all the instructions in teacher guide and especially giving pair work activities | To use the teacher guide and follow all the instructions as well as give all the activities | The telephones are damaged and they are a few. We need more phones and we need that they should be repaired. Speakers are not working | 28-05-15 |
| P1 Kinyarwanda | G S NYAKINAMA I | Teacher managed to read the lesson before, during teaching and learning process teacher gave exercises of revision which can develop fluency. While story reading she asked questions about image in read aloud children answered what they think story will talk on. Also, she managed to read by respecting punctuation and at the end of the story she Asked five finger questions where children answered well on five finger questions. Children were very motivated to answer | Me with the teacher, we agreed that she will continue to prepare well the lesson, give activity which develops fluency to children, she will continue to read showing images to children and ask them more questions. Motivate all learners boys and girls. However, she will post teaching aids in her classroom and assess children after every two weeks. | none | 01-06-15 |

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| | | questions to the teacher. | | | |
| | G S KIRUHURA | Teacher is motivating learners; she circulated in classroom and asked questions to all learners boys and girls. However, she is not following instructions from teacher guide like playing games and singing songs. She has not also used pair work, she has not given activities which can develop fluency using students daily readers9 | We agreed that for next lessons she will observe and follow all instructions from teacher guide. she will use students reader, play game and sing the song. she will also asses and use results from assessment after two weeks. she will post teaching aids in his class | none | 08-06-15 |
| | EP KIRYI | Teacher has taken time in reading the story in read aloud story collection book, at the beginning of the lesson teacher gave activity in reading sentences on the chalkboard. Before starting reading the story, children saw the image in the story book and teacher asked questions to the learners what they think story will cover. | We agreed that teacher will continue to motivate children ,asking questions to the learners, manage the behavior of children while lesson, be carefully and ask questions to learners. | none | 18-06-15 |
| | G S MURAMBI | The teacher gave exercises which can develop fluency, she red story by respecting punctuation. She asked five questions and children answered them. Children managed to read words on the chalk board and in their books. I observed that children go home with readers. However, story reading teacher didn't show images to the leaners. | In discussion with teacher, we agreed she will observe and follow all instructions from guide. She will improve how she is reading story by showing images to learners, | none | 24-06-15 |
| | KABUYE | This teacher is just excellent. She impressed me! Her class is a good example of a print rich environment. She is very good in class | The teacher should keep up the good work. She should help and coach other teachers on the use of L3 | Produce the readers in one book. Change the cover to another color | 10-06-15 |

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|---------------|--------------|--|--|--|------------------|
| | | management. She calls every one by her name. She is a good friend to students. Her students are good readers. Her lesson was well prepared and very well delivered. | materials and other useful practices like creating a word wall in their classes, making and using flash cards in their lessons, making charts and picture to hang in their classes, class management, taking care of readers, etc... | because white get dirty very easily. Add writing activities in the formative evaluation. | |
| | GS KACYIRU 2 | This teacher is a good teacher. She excellent in classroom management. She had all the students' attention from the beginning till the end of the lesson. Students were very active. The teacher motivates students by praising those who perform well and encouraging trying again for those who have difficulties to accomplish some activities. She followed most of the instructions from the guide. | The teacher should keep up the good work and improve the following. She has to remember to ask the students what they enjoyed during the lesson . She has to remember to give the home work to students and check/correct it before beginning a new lesson . Start making a word wall and keep adding words in every lesson. She will also remember to use the words from the word wall during her lesson or during students' free time. | L 3 materials are good and well prepared. What need to be changed is the measurement of the time for response in some cases especially where we ask students to work in pairs or do role play while retelling the story. | 18-06-15 |
| | EP MUHIMA | This teacher is good. Her lesson was well delivered as it was prepared in the guide. The students participated actively. They can read and do all other activities well and in short time. Most of the readers are covered and well maintained. | The teacher should keep up the good work. However, at the end of the lesson, instead of telling the students what they learnt, it better to ask them what they learnt/liked/enjoyed from the lesson first and summarize the main points for them after. That is the only thing that the teacher has to work on. | According to the teacher, L3 materials are well prepared but it would be better if all readers for p1 and p2 are combined in 1 book as it is for P3 readers. This will help them in their management. | 17-06-15 |
| | EP CYAHAFI | The teacher is very creative. She used different | The teacher should keep up the good | According to the | 16-06-15 |

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| | | flash cards that she made with the help of the SBM. During the practice activities she added more exercise and the students did them well. She followed most of the instructions from the guide. However, she forgot to ask what the student enjoyed from the lesson and to give the homework to students. | work and her spirit of creativity. When it a time for a reading activity, she should remember to make sure that everyone is on the right page before starting. She should also remember to give a home work to students and ask them what the enjoyed from the lesson as part of the consolidation of what was taught during the lesson. | teacher, it is not fair to let the students take the books home because they destroy them. Here I advised her and the HT to involve the parents through PTC in the management of these materials. Otherwise taking the reader home and practice reading at home is very important to the beginning readers like the students in lower primary. | |
| | GIHUNDWE A | Teacher was giving a lesson of exercise on what the children learnt, however she did not follow instructions in the teacher guide | After discussion , the teacher agreed that every time when she will be preparing her lessons , she will consider the teacher guide and read through it before teaching | The teacher recommended that L3 materials are to be added at Gihundwe A, so that each teacher should use his or her cellphone | 08-06-15 |
| | GIHUNDWE A | The teacher was teaching her lesson using the student reader much than she should use the teacher guide, all children had their readers in their hand and were enjoying reading point to each word as they read | The teacher after having explained that teacher guide is the basic document that is supposed to be used , she promised that she will use this document and follow all instructions in it, she agreed that considering only the student reader is not enough because there are many teaching practices that are not | Teacher recommended that L3 materials which are few are supposed to be increased so that each teacher has enough materials to be used when teaching and this would solve the issue of running after the | 09-06-15 |

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| | | | considered when someone is not using the teacher guide | cellphones when someone needs to teach | |
| | GS GAHAMA | <ul style="list-style-type: none"> - This lesson was supposed to be taught using L3 audio materials but the teacher did not use them due to the lack of power (the solar panel was stolen and the school does not have electricity). Yesterday, there was no power in the whole District to charge the batteries at home; -Learners are eager to learn; they seem to be challenged by not having the audio teacher and audio students there are used to listen to; -The teacher followed the instructions in the teacher's guide but the issue stills the time management. The lesson went beyond 40 minutes. | <ul style="list-style-type: none"> -The teacher should respect the time by improving her speed in teaching and supporting learners reflecting quickly; -Some learners are able to identify syllables and to read basic words in Kinyarwanda, so, the teacher should use them to help their classmates by giving them opportunity to work in pairs. | -REB should help teachers to have sustainable audio materials. | 03-06-15 |
| | GS KIBUNGO A | <ul style="list-style-type: none"> -The lesson was supposed to be audio but the teacher said that all the materials for audio lessons were not charged due to the lack of electrical power yesterday; -She used the TG and students readers and helped students to decode some words according to the instructions; -She summarized the topic of the lesson and gave home work to learners. | <ul style="list-style-type: none"> -Work with the school administration to find a solution during the lack of power; -Give learners opportunity to work in pairs; -Continue the good habit to help learners to decode words and practice new vocabulary; -Emphasize on the word wall from students' words. | -It should better for every teacher to have her/his own materials especially for audio lessons. | 03-06-15 |
| | EP KABARE I | <ul style="list-style-type: none"> -The teacher is focusing on learners' reading (decoding words). -The classroom is too dark to allow learners to read what is written on the blackboard. | The teacher was encouraged to find more strategies to help students be fluent when they read, starting by words recognition, syllables and | No recommendation was given by the teacher. | 04-06-15 |

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|---------------|----------------------|---|--|---|------------------|
| | | -More than 10 students were not able to read the word "Hitimana". | decodable texts. This will be helped by following all the instructions in the teachers' guide. | | |
| | EP KIBAGABAGA | This teacher is good. The way she thought showed me that she has prepared her lesson. She followed most if the instructions from the guide. She need to learn more about classroom observation and giving positive feedback to students. | The teacher will continue reading her lesson plans and preparing the lesson before hands. She needs more improvements in the following: - Giving positive feedback to students who do not follow instructions easily/correctly. - Showing images to students and making sure that everyone can see while reading a story aloud to them. - Checking if all the students have the required materials for the lesson and checking if everyone is at the right page before asking them to read. | Aligning the scheme of work in L3 -REB books with the district scheme of work. | 11-05-15 |
| | EP REMERA CATHOLIQUE | Chantal is an excellent teacher. She has a very nice voice. All the children were very happy to listen to the story she read to them. She can control her class a hundred per cent. No one was talking or disturbing during the lesson. Her students are very good readers. She should keep up the good work and help other teachers who are struggling with L3 implementation. The only thing she has to remember is to correct/check if the students have done their home works before the beginning of the lesson. | Continue doing well her job and help her colleagues who need to improve. | The teacher is very happy with our materials. According to her, there is nothing that needs to be changed or improved in our materials. If L3 can avail enough readers to students, the program will be successful. | 14-05-15 |
| | EP MUSHIRARUN | The teacher should give the evaluation activities and allowed children to read into | To give all the activities in the teacher guide, allowing students to | The materials we received are not enough, | 28-05-15 |

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| | GU | their daily readers as well do pair work activities | take their daily readers as well as give pair work activities | we need more others especially phones | |
| | RUTARAKA PS | -The teacher decided to repeat each consonant she taught without using the teacher's guide; - The lesson was supposed to be audio but she did not use the phone and speaker to deliver this lesson saying that all audio materials were enclosed in the head teacher's cupboard and was not around during the time the school was visited; -Learners are active and can be brighter if well supported according to L3 instructions. | The teacher should follow the instructions in the teacher's Guide and make sure that audio materials are available and well charged prior to start her audio lessons. | No recommendations | 27-05-15 |
| | G S MULINDI | This teacher had not used materials recommended in the lesson like read aloud story and students readers. He has not used Exercises for revision and buzz game at the beginning of the lesson. Pair works were not used while teaching. | We agreed that he will give students readers to all children, follow all instructions from teacher guide. Also, he will improve how he is motivating his classroom for facilitating participation of all children | None | 25-05-15 |
| | G S KAGOROGORO | Teacher managed to charge phone and speaker, listening audio lesson before, while teaching children and teacher participated in singing the song, they have participated in collection of exercises related to evaluation. He is very creative using games in the lesson. However, he should improve how he did manage his classroom even management of pair work. | we agreed that he will continue to ask and motivate children for participation asking questions, play games and sing songs and ask children to go on the board in practice. While interactive writing he will clean the word before asking children to write the word on the board. | None | 27-05-15 |
| P1 Math | C S RUNGU | The teacher has taken time in reading the | We agreed that for next lesson, she | none | 02-06-15 |

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|---------------|--------------|---|--|---|------------------|
| | | lesson before, while delivering the lesson she gave all activities as recommended by teacher guide ,teacher circulated in class while children's activities, she has used clear language. Children participate and were very active. However she has not used pair work and her class doesn't have teaching aids posted. | will continue to motivate learners supporting them, give work to learners evaluate the. | | |
| | EP RUGESHI | Before teaching, she asked children to bring stones to be used as materials in classroom. During teaching, she used materials recommended for the lesson, motivate children for participating, gave learners exercises for practices and controlled them while activity. However, game at the beginning of the lesson was not played. | We agreed that for next lesson she will continue to control all learners in classroom while group work, follow instructions from teacher guide, used materials, gave more exercises to learners. She will increase teaching aids in her classroom, asses children after two weeks and use them for improvement of children | none | 02-06-15 |
| | EP BUREHE | Teacher while delivering this lesson, moved in classroom and monitored children activities their notebook. However, delivering the lesson she has not played games and warm up, she has not also used materials recommended for the lesson | We agreed that for the next lesson, she will read carefully the lesson in the teacher guide so that while teaching improve the lesson by playing games, give work in pair also using materials recommended for the lesson | cellphones are not enough because one is used by three teachers | 17-06-15 |
| | GS NYAMAGANA | The teacher motivated the class by introducing the song on her own to make the learning interesting. | The teacher was reminded to give the homework | We need the students 'books in Mathematics. I have appreciated this programme. It is very important, it helps us teaching well. | 03-06-15 |

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| | GIHUNDWE B | After classroom observation , I and the teacher discussed on what the teacher did to prepare lesson, she prepared her lesson as indicated in the teacher guide, but the methodology she used to teach is different from that provided in the teacher guide, she did not follow instructions in the teacher guide , she was using her experience as a teacher to teach this lesson | After class room observation , I and the teacher agreed that the teacher guide is to be much considered as far as she is supposed to teach math, Kinyarwanda and English, then we agreed that she will always use the blackboard as teacher guide recommends | Teacher recommended that Le materials should be added so that each teacher receive his or her telephone to use in a class room | 08-06-15 |
| | EP CYANGUGU | Teacher to prepare her lesson was basing on I3 teacher guide, and she was teaching basing on instructions in the teacher guide | Even if the teacher was following instructions in the teacher guide, there is some points she was skipping behind especially the pair works , the head line story and the chant , we agreed that she is now going to consider all points in the teacher guide and that she is going to use chants and head line stories in her math lessons | She recommended that cellphones and speakers should be used by one teacher not sharing cellphones because it is not easy to be responsible of a material which is used by two different teachers | 08-06-15 |
| | GS GAHURIRE | -Mathild is a good teacher of Math in P1. She respected the time parameters allocated to this lesson, she followed instructions in the TG and used the materials recommended for the lesson; -Before she give learners opportunity to work in pairs, some of them were sleeping, but during the group activity and after, all learners were active and participative. | Keep up the good work in putting students in pairs and respect the instructions in the TG. | It should be better if REB could find a way of replacing all the audio materials by new ones with most powered batteries, because the school is not able to buy some new ones given the problems it's facing to repair the old classrooms and build some new ones. | 04-06-15 |

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|-------------------|---------------|--|--|---|------------------|
| | G S MURAMA | She has prepared her lesson by searching teaching aids and read lesson in teacher guide. In teaching process, teacher has not used game and chants as indicated in the teacher guide; also she has not also given group work. Her class is empty no teaching aids, no word wall. | We agreed that during next lesson, she will respect all instructions from teacher guide by using games and chants even mental Math activities. She will also emphasize in giving and correction of homework | none | 05-05-15 |
| | G S MUHOZA II | Teacher is very good delivering Math lesson. She is respecting all instructions from Teacher guide. All children are participating by answering and doing exercises in their books and on the chalk board. However, she didn't give assessment after every two weeks | We agreed that she will continue to follow all instructions from teacher guide, motivating children by playing games and singing songs. She will also continue to manage well her classroom. Give homework to children and take time for checking if all children did. She accepted to give assessment every two weeks | None | 21-05-15 |
| P2 English | EP KARUGANDA | The teacher has not respected instructions from teacher guide, he has not preparation before | we agreed that for next lesson, he will take time for preparation of his lesson | none | 03-06-15 |
| | G S KANIGA | The teacher tried to motivate children for participation in responding to the question from the teacher, boys and girls are participating. Teacher is moving in classroom. However, teacher has not used pair work | we agreed that he will continue to motivate children circulate in classroom even following instructions from teacher guide | We agreed that will continue to motivate the classroom, respect and follow all instruction from Teacher guide | 08-06-15 |
| | EP KIBANGU | The teacher taught well the lesson and she was motivating children asking questions to all of them, requiring them to answer on the blackboard .However, she couldn't use the audio lesson materials because they are broken. She couldn't follow all instructions in | The teacher was advised to read carefully the teacher guide and follow the instructions to better delivering lessons. She was also advised to use the games and pair work activities in the | There would be enough technology materials so that each teacher could have his/her own materials. | 15-06-15 |

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| | | teacher guide, for instance using pair work activities, asking to students the words rhyming alike and writing the date on the board and reading it together with the children. | teacher guide. | | |
| | NKANKA | After class room observation I and the teacher went through the lesson taught, and she said that she usually uses teacher guide to prepare lessons and other books recommended as key notes etc | Teacher was advised on how to teach sounds in English, to help well children on how to play syllable hops | Speakers are weak they don't economize power, and it is not easy to replace cellphone which is damaged and L3 materials are few they are supposed to increase | 08-06-15 |
| | GS KIGINA | The teacher did not follow the teacher's guide while teaching. He just picked the topic "what do you do on..." and copied some sentences on the blackboard for learners to read. Then, he explained their meaning and that was all. | The teacher should follow instructions from the teacher's guide and use the recommended students' textbooks to help learners do various activities. | L3 materials are not enough, it should be better to provide every teacher with her/his own audio materials. | 02-06-15 |
| | GS KIBUNGO A | <ul style="list-style-type: none"> -The lesson was supposed to be audio but the teacher said that all phones and speakers are not working. So, he didn't use them; -He didn't follow instructions from the teacher's guides because he just wrote sentences about days of the week and asked learners to read them and then to copy them in their notebooks; -The part of after the audio Programme (phonemic awareness) was not taught; -Two streams of P2 are combined this afternoon because one room is occupied by P3 students whose classroom is occupied by P5 students who are doing their exams; | The teacher was encouraged to respect the three parts of teaching an audio lesson even if he doesn't use a phone and a speaker. | -Find a way of providing power when there is cut of electricity. | 03-06-15 |

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|---------------|---------------|---|--|---|------------------|
| | | -The teacher said that teaching phonemic awareness without audio materials is difficult because it makes confusion among students and the teacher himself does not master the letter sounds, he also needs a model teacher. | | | |
| | GS KIMIRYI | Teacher said that before starting the lesson, he tried to read the lesson in the teacher guide. While delivering the lesson he managed to motivate children for participation, used clear language. Children were active and answered to the question asked by the teacher; they participate in activities on the chalk ball. Activities related to Warm up were not done and these reserved to Review like playing games, to use classroom object for review like book, pencil, duster, rubber, chair, desk Table. Also activities related to Application were not done. | After discussion with the teacher, we agreed that for the next lesson he will continue to motivate children to participate in class, give home he will take time for reading Teacher guide and respect all steps of a lesson. Also he will respect evaluation and play game as stated in teacher guide, group work will be done. He will also try to correct pronunciation to Children. | none | 06-05-15 |
| | EP KIBAGABAGA | The teacher is a good teacher of English as he can speak it confidently and clearly. He is motivating, encouraging and always help students to understand using gestures and pointing at the pictures. However, he has to follow instructions in the guide while teaching as well as making sure that all parts of the lesson are covered. | The teacher will keep up the good work. He need to: - Follow instructions from the guide - Cover all the parts of the lessons and respect their timing. - Remember to explain what the students will do with the books as home work. Telling them to bring their books home is not enough. - Summarize the main points at the end of the lesson and ask students what they learnt/liked from the | - Avail enough materials to students and teachers. - Put lots of exercise in the reader because they are the only books that are available to many students. | 11-05-15 |

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| | | | lesson. | | |
| | GS MATIMBA | The teacher did not use L3 teacher's guide, she said that she does not have L3 TG for English P2. She does not use L3 audio materials because she does not have the book. Otherwise she got one phone, one speaker and one SD card. | <p>-The PC checked and found that the school received P2 English TG among others but the teacher does not just use it. She preferred to keep working in a traditional way of teaching.</p> <p>- After discussions with the teacher, she decided to use L3 P2 English TG and audio materials to prepare and deliver the lessons;</p> <p>-The teacher also decide to make another scheme of work based on L3 TG.</p> | No recommendation right now. | 28-05-15 |
| | G S KABAYA | This teacher has taught the lesson as non-audio even if it was audio. He said that they have few phones. Again he has not respected instructions from teacher guide. No game, no songs. Thus, this teacher is not competent to teach English. He is not able because he doesn't know to pronounce words in English. | We agreed that before going in class to teach he will read the lesson and ask words to the colleagues. He will follow all instructions from the teacher. Other ways he is not supporting children in English. He will put teaching aids in his class. | None because he has not explored English Teacher guide. | 21-05-15 |
| | G S KAGOROGORO | While teaching, she is active, learners are contributing in a lesson because they are giving answers on questions asked by the teacher, Teacher were not given activity related to revision with objective of developing fluency for children, pair work as recommended by Teachers guide was not done, while writing the days of the week she has not used capital letter at the beginning of the word. | Children are participating in class where they are answering to the questions of teacher. We agreed that she will read very well the lesson before going in class to teach so that she will follow all steps of lesson like warm up and fluency activities | she is requesting to pauses end repairs SD cards which has code | 27-05-15 |

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|-----------------------|-----------------|---|--|---|------------------|
| | G S MANYAGIRO | Active teacher, she motivated children by asking them questions, by playing game with children. Children were active because they have participated in game with children, they answered questions from teacher even went on the chalk board to do exercises. | Children played role play while learning process, teacher circulated in classroom by asking questions to children and gave answers to questions from children. She will manage group work for Next lessons and try to help children who are behind in the classroom. | none | 27-05-15 |
| P2 Kinyarwanda | E P NYAKINAMA I | Teacher gave activities related to development of fluency. However, he has not used games and songs, in his classroom there is no teaching aids posted, children have not worked in pairs as indicated by Teacher guide, | Teacher agreed that he will respect all instructions from Teacher guide, give group work to learners, give home work to children, post words wall, asses after two weeks and use results after evaluation for improvement | none | 01-06-15 |
| | EP RUNGU | The teacher explained that she has taken time in reading lesson, checked if all children have students' daily readers. While teaching process, she played buzz game with children, activities which can develop fluency were done, and children are reading well while choral reading and writing activities were done. Before starting teaching, teacher has oriented learners where they can read, also controlled pair reading. However it is better to ask to children before to write words on the board instead of writing and ask children to write.no teaching aids are in her classroom. | She is a good teacher, she is motivating her class, follow all learners, control pair reading, manage her class, follow and respect instructions from teacher guide. She will improve her class by posting teaching materials in her classroom | none | 02-06-15 |
| | G S NYACYINA | Teacher before delivering the lesson has taken | Teacher has explained difficult | She is requesting to | 15-06-15 |

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|---------------|---------------|--|--|--|------------------|
| | | time in reading. Teacher did activities which develop fluency. Here children have taken time in reading. It was choral reading. Before reading the story teacher managed to show image to learners and asked to children what they think story will cover. While reading she respected punctuation. | words, she asked all learners composed by girls and boys, those answered to the question from teacher, but there is no word wall in classroom. she will improve | teach one blend per a week, increase also time reserved to pauses while audio lesson | |
| | EP TUMBA | The teacher taught well the lesson trying to encourage all students to read, but she was advised to follow all the instructions in the teacher guide. She had taught the lesson using only daily readers. So she was advised to read the instructions in teacher guide and teaches using these. | Following instructions in teacher guide Using pair work activities Giving homework and check whether it was done. | The audio lessons are too speedy especially in English. There audio lesson speed would be reduced. | 08-06-15 |
| | EP RWAMIKO | The teacher followed the teacher guide while delivering the lesson: she gave the review activities, showed images to students while reading a story, asked reading questions, allowed students to read into their daily readers as required by teacher guide. | To encourage students work efficiently in pairs. | We need more phones, they are very few and they are not all functioning. | 15-06-15 |
| | EP MUKOMACARA | The teacher was motivating students to answer, moving around the classroom to follow whether all students were following. But, she was not using the teacher guide, she only used the daily reader and her lesson plan notebook to deliver the lesson. The students were not given the opportunity to read and to work in pairs. | The teacher was advised to use the teacher guide. As she hasn't it, I talked with the head teacher to find a copy for her. She was also advised to give to students daily readers to read. | | 16-06-15 |
| | GS RUBONA | In this lesson which was a review, the teacher | To tell students to work in pairs | The distribution of daily | 25-06-15 |

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|---------------|-------------|---|---|---|------------------|
| | | used the teacher guide respecting all stages found in teacher guide, but she didn't give pair work activities | | readers helped us a lot in reading. But the audio lessons are so fast, students do not get opportunity to answer. The speed would be reduced. | |
| | RWIMPIRI | After the lesson , we discussed with the teacher on how she was teaching, she was teaching well, but using only reader , no teacher guide was considered | We finally agreed that teacher guide is the basis of teacher activities in a class, that she will always read through the it before teaching any lesson to be sure of what is to be done in a class | Teacher recommended that it would be better if she is trained on how to repair the technology that she always uses in class | 07-06-15 |
| | EP CYANGUGU | The teacher used the teacher guide to prepare her lesson and was teaching according to instructions in the teacher guide, she was really good in teaching | The teacher was holding the teacher guide when she was reading and children were able to see images in the read aloud story. | Teacher recommended that training should be done in a direct way instead of indirect way meaning that she pretends to be trained by EDC instead of mentor | 08-06-15 |
| | GS GASEKE | While lesson preparation teacher managed to read story of the day, while lesson children followed teacher and answered to the question asked by the teacher. While story reading teacher showed image to children. However, children have not participated in reading word on the chalk board. She has ,taught Lesson as non audio because cables are not working | For Next lesson, she will manage ho children are using chalk board, she will also ask children the difficult word to be written to the black board. | None | 04-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|--------------|--|--|--|------------------|
| | G S MURAMA | The teacher did nothing while preparation, she is not using L3 Kinyarwanda teacher guide | Teacher agreed that she will follow all instructions from teacher guide | She proposed anything because she is not using L3 Kinyarwanda Guide | 05-05-15 |
| | GS KIMIRYI | While preparation, teacher managed to read the lesson in the teacher guide. During the lesson, teacher played buzz game with children, did group work, gave more explanation to children, use she spoke loudly where all heard well. She use group work and controlled children while this activity. | She will continue to motivate children for participation, use game and songs as she did use group work and monitor, support children while pair reading, she will continue to give work and monitor if children did it. Normally she is a good teacher in using L3 | none | 06-05-15 |
| | GS UMUBANO I | Domina is a good teacher, methodical in a way she made a wonderful revision that led into the new lesson, she was using student reader and also recommended students to take their readers | However, the teacher did not use teacher guide, and was advised that the teacher guide is the basic aid that a teacher should not neglect if he or she wants to succeed in I3 lessons, she was also to read through it at every day basis | Teacher did not provide any other recommendation other than increasing the number of telephones in their school | 04-05-15 |
| | UBUMWE | Jeanne d arc is good in teaching , she motivates her students with questions that are related to new lesson , she uses student reader as material recommended to be used in the lesson | However, the teacher did not use teacher guide, and she was advised that teacher guide is to be based on as far as teaching I3 lessons is concerned | She said that L3 materials help students become good readers and writers that however teachers are now fearing to go home with them fearing that these materials can be lost and teachers are requested to replace them in their own | 05-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|----------------|-------------|---|--|---|------------------|
| | | | | money, teacher recommended any support that would help teacher to replace the lost material if it happens that the school investigation reveals that the teacher is responsible | |
| | GS KAGEYO | Teacher has not read Teacher guide, while reading, she has respected punctuation and gave exercises of evaluation to children. has not shown image to children | | none | 14-05-15 |
| | G S MURINDI | The teacher managed to read the lesson before, requested children to have students' readers. While teaching he guided children in their books. However he has not used materials required like read aloud story, the game and songs were not played even pair group work | We agreed that for next lesson he will respect instructions from teacher guide where he is requested to use songs, games pair group work . | none | 25-05-15 |
| | EP MURORE | Teacher has taken time in reading story even Lesson planed. While story reading teacher asked question about image in Read aloud story, she monitored all student by checking if they are following. she asked five finger questions to children and children answered them | We agreed that she will continue to read story in showing image to children, read story by respecting punctuation. Play and sing songs with children. She will improve the following like word wall and assessment after two weeks | none | 25-05-15 |
| P2 Math | G S NEMBA I | During this lesson, teacher managed to use math manipulative as recommended for the lesson, she has also adapted and use different | We agreed that for next lesson, he will follow all instructions from teacher guide like use of pair work, | The teacher needs cellphone and speaker for using in audio lesson | 03-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|----------------|--|---|---|------------------|
| | | books which helped him to teach division by two. Children were very active and followed teacher and did exercises of division in their notebooks and on the chalks board. | songs, games, headline stories and mental math activities which are missing. | | |
| | EP MUTETE | She has taken time for reading the lesson before. While teaching she did revision and during the lesson teacher used group work and has taken time of monitoring group work. However, she has not used games and chants from teacher guide. | We agreed that teacher will manage to use all games and chants monitor children and continue to move in all class | none | 09-06-15 |
| | EP RUKURE | While introduction, teacher have not explained the objective of the lesson. This teacher is not using materials indicated in the Teacher guide, he didn't also used pair work, chants and games, voice is not clear for whole class | we agreed that for next lesson ,he will monitor all children and manage | none | 16-06-15 |
| | G S MUSANZE II | The teacher has taken time in reading the lesson; she has explained activities related to resolution of problems. Children were active in activities, they did in their notebooks | We agreed that she will continue to follow all instructions from teacher guide, she will follow and monitor the in group work. The teacher accepted to post materials in her class because it is empty. | Cell phones are few | 18-06-15 |
| | EP MUNINI | While preparation, teacher has taken time in reading a lesson in the teacher guide. During teaching, teacher gave exercises of revision to learners; she also followed all learners, boys and girls. Children are attentive, follow teacher because they are participating in a lesson by answering on questions asked by the teacher. However, children have not played game as | We agreed that she will continue good practices and improve her manner of teaching by using games in teaching process and increase an amount of teaching aids in class. | she suggested to students books | 23-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|---|--|--|------------------|
| | | indicated in teacher guide | | | |
| | EP KACYIRU | The lesson was generally well delivered and the objectives were achieved. The good thing is that the teacher used local made materials from rice sacs. I liked this. | The teacher should keep up the good work. She has to remember to give home work to students and check it at the beginning for the next lesson. Asking them what they learnt or liked from the lesson is also important and part of her objectives' evaluation. | If L3 can provide students books in Math, it can be very helpful for the students and the teachers. | 15-06-15 |
| | NKANKA | Teacher is good in teaching but was teaching in her way of teaching using the traditional ways of teaching not basing on teacher guide, she was motivating her students and students were much motivated | After classroom observation I explained to the teacher that when she uses the teacher guide she will find in it the new teaching practices that will much motivate her students and will increase the knowledge of the teacher on how to practice new teaching methods, teacher agreed that from now she is going to use teacher guide every time she is going to teach, and that she will follow all instructions in it | Teacher recommended that she needs training because the school based mentor left without training them | 11-06-15 |
| | NKANKA | The teacher and I after classroom observation , had time to exchange ideas on how her lesson was prepared and taught , she did not reference the teacher guide and she taught the lesson in a traditional way but she was trying to motivate children and she was also drawing pictures on the blackboard | After discussion , the teacher agreed that she did not know that teacher guides were to be considered as basic document in preparing lessons that she only used it sometimes but that she is now aware that teacher guide is crucial as far as preparing math lessons is concerned | Teacher recommended that trainings are much needed because the mentor went away before training them , and that speakers at this school are not functioning that they need that speakers | 11-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|---------------|---|---|--|------------------|
| | | | | increase or repaired | |
| | GS GAHAMA | -This lesson was supposed to be audio lesson (M-P2-T2-W6-L4) but the teacher did not use audio materials because speakers' batteries were down and the solar panel received from REB/EDC was stolen; -I really liked the way learners are used to work in pairs and the way the teacher asked learners what they have learnt and summarized the content of the lesson. | -The teacher was encouraged to get her phone and speaker's batteries well charged from home every time there is power while they are waiting for the solar panel to be replaced; -She was also encouraged to keep up the good habit of giving learners opportunity to work in pairs, to ask learners what they have learnt and to summarize the content of the lesson. | No recommendation right now. | 03-06-15 |
| | EP SOZI | Teacher is encouraging children to participate, Children are participating boys and girls on same level, Teacher has not used materials suggested in the teacher guide, pair work was not done, he has not played game as stated in the teacher guide. | While discussion with teacher, we agreed that he will read seriously so that he should respect all steps of the lesson. | None | 07-05-15 |
| | GS KANZENZE | Teacher Muvunyi was trying teaching math , he prepared his students to get ready for the new lesson, | Muvunyi was did not have a look in the teacher guide and did confuse lesson to be taught because he is not familiar with the teacher guide, everything he did was traditional, he was advised to always read the teacher guide when he is to teach any math lesson, because he would know how to behave in a lesson | Teacher recommended to be trained because he is s new teacher in p2 , he claimed that he was teaching in p4 that he is now in need of the training to help him use l3 materials properly | 06-05-15 |
| | EP RUTARABANA | The teacher had no teacher guide, so she was advised to use the teacher guide and follow all | To follow the teacher guide instructions and respect all lesson | The technology materials increased a lot | 13-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-----------------|--|--|---|------------------|
| | | the instructions in it. She had also to give the homework to students. She was also advised to keep discipline in the class and avoid students' noise | stages Giving homework to students Keeping discipline in the class | students motivation. One technology material is shared among two teachers and this doesn't allow each teacher to have when he needs to teach. So each teacher should receive his own materials | |
| | GS RUGARAMA | Teacher said that he did nothing before, while teaching the lesson, he didn't use cellphone because this lesson was audio | We agreed that next time, he will read and listen the lesson before teaching and respect all instructions in teacher guide | none | 12-05-15 |
| P3 English | G S NYAKINAMA I | Teacher tried to read before starting the lesson; she gave books to children for reading and supported them while reading story called a visit to the farm. However, she has not used materials recommended for the lesson like cellphone and speaker because it was audio lesson which was taught as non- audio. She has not used independent reading, no pair reading no word wall in her class ,she has not also explained difficult words on the board | We agreed that for next time she will charge cellphone and speaker on time and follow audio lesson, she will also emphasize on Independent reading, explain difficult words and finally she will post teaching aids on her classroom | none | 01-06-15 |
| | E P GASIZA | The teacher has taken time in reading the lesson in teacher guide. While teaching he started the lesson by singing the song as indicated. He is correcting pronunciation of learners for some words which are difficult for them. He is moving in classroom and ask question to all learners boys and girls. Children | We agreed that he will continue to prepare well the lesson, follow his scheme of work which is in line with the teacher guide. He will continue to use songs and games in teaching process. This teacher knows what he is doing and follow English teacher | none | 10-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|---------------|--|---|---|------------------|
| | | are following the teacher, ask different questions answered to the questions from teacher ,they do exercises given by the teacher on the chalkboard even in their notebooks | guide. I advised him to continue .he has not explored story call going on school trip | | |
| | EP MIGESHI | During preparation, teacher has taken time for reading and materials preparation. During the lesson he gave to learners time for choral reading here children used their readers. However, he has not controlled Homework and activities related to Application even evaluation were not done. | We agreed that for the next lesson, he will continue to motivate children by asking more questions for checking children understanding. During this lesson, children were motivated and participated by answering to the teacher question. He will control homework, exercises related to application and evaluation, also children, he will also give to children homework | He needs increment of time related to pauses while audio lesson | 10-06-15 |
| | GIHUNDWE B | After classroom observation , I and the teacher went through into the lesson discussing how she was doing while teaching, she agreed that her lesson was prepared from key note and that she did not consider the teacher guide | After discussion, the teacher realized that when she was not using the teacher guide she was skipping away the new methodology she should use in her lesson , she agreed that next time she will focus much on teacher guide to be sure of what is supposed to be done in a class and how to do it | Teacher recommended that L3 materials should be increased in their school because teachers share cll phones and it sometimes disturbs | 11-06-15 |
| | GS GISAGARA A | Though the school has a school based mentor, the teacher was not using L3 materials because he said he was not trained. | The teacher was advised to use the teacher guide because he has it and to follow the instructions in the teacher guide. | I have no recommendations to give | 07-05-15 |
| | G S KINYABABA | Teacher is not using L3 materials. All Teacher guides are still stored in DOS,s Office | Teacher is not using L3 materials because all books are still stored in | None | 07-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|-----------------------|---------------|--|--|---|------------------|
| | | | DOS' office. We agreed that he will use Teacher guide from Rwanda Education board and follow all instructions | | |
| | G S RUGARAMA | The teacher is not using English teacher guide and cellphones because he has received them two weeks. | We agreed that he will start to use the English teacher guide and Read aloud story and follow all instructions. | He proposed anything because he is not using materials | 12-05-15 |
| | GITEGA | Good teacher started by giving order that were going to be followed in class, revising previous content and good introduction of the new lesson using drawings | However the teacher did not follow instructions in the teacher guide she only taught the lesson without any other document, after class I met teachers and discussed on that teacher guide is a crucial document a teacher should not ignore as far as teaching learning process is concerned , that every time it is necessary to look in that document before teaching | Teacher did not say any recommendation | 13-05-15 |
| P3 Kinyarwanda | EP KARUGANDA | She reviewed homework she gave to the learners. Before starting new lesson, teacher has not given reading activities which can develop fluency. She gave writing activities where children should produce their own stories. | We agreed that for next time, she will manage to give time for reading to learners | none | 03-06-15 |
| | EP MUKOMACARA | The teacher hold well the Read Aloud Story Collection so to show images to students while reading a story and encourages the students to answer reading questions. He also made sure | The teacher was advised to follow the instructions from the teacher guide, follow all lesson stages, allow students to read into their daily | We need phone to use while delivering lesson and broken materials to be repaired. | 16-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|--|--|---|------------------|
| | | the students have understood the new vocabulary. However, the teacher was not using the teacher guide, neither allowed students to read into their daily readers nor working in pairs. | readers in classroom and give pair work activities. | The number of phones received is not enough. | |
| | MURURU | After classroom observation , I and the teacher went through in the lesson she taught, and I congratulated her for how she was holding the story book , showing pictures to students as she was reading, and how she was moving in all corners speaking loudly | Teacher and I agreed that she will keep preparing her lessons basing on instructions in the teacher guide all the time, and that she will continue using the materials recommended in each lesson according to the teacher guide | Teacher recommended that L3 materials especially the cellphones should be increased so that each teacher has his or her cellphone to use in a class | 08-06-15 |
| | GS KINIHIRA | Before the lesson teacher has not charged cellphones and speakers so that why she has taught a lesson which was supposed to be taught as audio lesson, however, she has taught the lesson as non-audio. tried to read the story before. While delivering a lesson, teacher has not given Exercises of review and children have not given time for reading as stated in Teacher guide. During presentation of New learning teacher while story reading teacher managed to read well the lesson. However, she has not asked questions on images before starting reading. Children were attentive, able to answer questions from the teacher, active and interested on the lesson. | We agreed that she continue to motivate children and encourage them to participate in class. She will check cell phones and speakers. She will show images before reading the lesson and chow them to children while lesson.. | none | 06-05-15 |
| | EP SANZU | The teacher delivered well the lesson, used pair work, gave homework but she wasn't following | Reading and following all the instructions in tea her guide, and | Materials are not enough | 12-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|---------------|---|---|---|------------------|
| | | all the instructions from teacher guide as they are suggested. | giving opportunity to students to read into their daily readers | Text in textbooks are too long | |
| | EP GASHANGIRO | Teacher during preparation, has taken time in reading story and lesson plan in teacher guide, while teaching, she has shown images to children, while choral reading she followed and supported children in reading. However, teacher has not used game as indicated in teacher guide | We agreed that in next lesson she will use game and songs as indicated in teacher guide | none | 11-05-15 |
| | GS KABAYA | Teacher was trying to motivate learners and the voice was clear, she was walking in all corners asking boys and girls | However, the teacher was not following instructions in the teacher guide and did not orient children to use their readers | Teacher recommended that cellphones should be increased in their school | 11-05-15 |
| | GS RUSUSA | Teacher used high voice and moved around in the class, she revised the previous content and introduced the new one she was much referring on the student reader | Only the student reader was used , no teacher guide was used, the teacher was advised to use teacher guide every time especially when she is going to teach | Teacher recommended to increase the cellphones and speakers because they are few in GS Rususa | 13-05-15 |
| | GS NYAKAYAGA | The teacher used materials recommended for the lesson especially the teacher's guide, the read aloud story collection and students' readers. She's a good teacher in general and students are active and bright. Some learners have learning barriers. There is a delay of one week on the scheme of work term II. | Keep using L3 materials and help students with learning barriers especially repeaters to catch-up. | L3 materials are not enough according to the teacher. | 25-05-15 |
| | GS RYABEGA | -The lesson was supposed to be audio lesson but the teacher did not use a phone and a | -Contribute to support the school administration for the management | -Improvement of L3 materials especially | 27-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|---|---|--|------------------|
| | | <p>speaker. She said that almost all the phones and speakers are not working;</p> <p>-She did not even follow other instructions in the TG such as giving learners opportunity to work with a partner;</p> <p>-The handwriting of the teacher is visible and nice, however, she should help these P3 students to write cursive letters;</p> <p>-The teacher said that pupils are just kids, that they are unable to write a short story at their age!!!!!! The reason why they are bored when listening to the stories which are extremely long!!</p> | <p>of phones and speakers, how to get them charged and used;</p> <p>-Following L3 instructions in the teacher's guide by respecting pair work of learners, homework and learners' interests. Not to think for students that they are just kids and unable to perform such activity.</p> | phones and speakers because they are not strong enough to be sustainable. | |
| P3 Math | MUSANZE I | while delivering this lesson, teacher is managing to explain learners more and children are very active, they are correcting exercises in the chalk board and in their notebook, teacher is managing discipline of learners | While discussion, I appreciate how teacher is trying to deliver the lesson by following all instructions from teacher guide. For supporting all learners, accepted to change disposition of desk in classroom. | none | 18-06-15 |
| | EP KACYIRU | This teacher was teaching math in English. When he saw me he turned to turn his lesson to Kinyarwanda but it was just a disorganization as the students couldn't follow him. The lesson was not good. The teacher does not use L3 math materials because they are in Kinyarwanda. He explained that the HT is the one who asked him to teach in English and that they have been doing it from long ago. He told me that he only consult L3 teacher guide while preparing his lesson in English. | The teacher to start teaching Math in Kinyarwanda. Chantal to talk to the HT and other relevant authorities to see how they can harmonize the language of instruction in all the primary schools in Rwanda, | The teacher's recommendation is to distribute English version of Math teacher guide to those who teach Math in English in P3 | 15-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|---|--|--|------------------|
| | GS LIBA | The teacher taught well the lesson encouraging students to discover the lesson of the day, motivating them to answer the questions. However, the student didn't get an occasion to sing the multiplication rhythm of 4 (injyana ya mara ya 4), correct the homework of yesterday nor give pair work activities. He did not give the homework. He was a good teacher but didn't pay attention to all instructions from teacher guide as he had put it aside. | The teacher was advised to look into the teacher guide and follow all the instructions and all activities inside it. | The programme is good, but the technology materials are not functioning well. They are short of power during lesson and we become ridiculous in front of pupils. We need the students' books in Mathematics. | 09-06-15 |
| | CYETE | The teacher was teaching a math lesson and started correcting the homework this took much time to start a new lesson, the teacher wasn't using the teacher guide, she was only teaching her lesson according to how she is feeling | After classroom, I and the teacher agreed that she was not using L3 teacher guide , but she realizes that there are more teaching practices in it and they were left behind, she promised that from today she is going to use teacher guide, also the head teacher of the school promised that she is going to make a follow up on how teachers are using teacher guides the school received | Teacher at this school recommended that they need a mentor to help them because the school does not have a school based mentor, she also argued that she need more trainings | 10-06-15 |
| | GS KIGINA | -This lesson M-P3-T2-W6-L1 was supposed to be audio lesson but the teacher taught it without using a phone and a speaker. She said that cables and speakers are no longer working and not yet replaced; -Learners are active and understand well the rule of dividing a number ended by 0 by 10, 100 or 1000; -The teacher speaks loudly but needs to | -Supporting the Dean of Studies (because the school does not have a head teacher since the death of the last one) to keep L3 audio materials in use by finding a way of replacing speakers' batteries and wires cables and find the right charging system; -The teacher should improve her handwriting. | No recommendation | 02-06-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|----------------------|---|--|--|------------------|
| | | improve her handwriting. | | | |
| | GS KIYANZI | <p>-The lesson was supposed to be taught as audio lesson on page 114 (M-P3-T2-W6-L1) but the teacher did not use a phone and a speaker saying that the materials are not enough and that specifically P3 teachers did not receive any phone. He was not aware of the sharing system (one phone for two teachers);</p> <p>-The teacher taught exercises only. He did not follow all the information in the teacher's guide;</p> <p>-The homework activity is ignored by the teacher;</p> <p>-About 1/4 of students are still confused in doing simple calculations and numbers' recognition.</p> | <p>-The teacher should follow all the instructions in the TG supported by the school administration;</p> <p>-He should support learners with learning barriers to improve their mental math and automaticity by respecting the use of games, chants and songs and headline stories in Math;</p> <p>-He should also give homework to learners and correct them the following day.</p> | The teacher said that he was not trained on P3 Math materials and requested to be trained as the SBM is not well skilled as well. | 02-06-15 |
| | GS BUTARE CATHOLIQUE | <p>To prepare the lesson the teacher reads the teacher guide</p> <p>The students were motivated to answer questions from the teacher, the majority of them completed the exercises given.</p> <p>Next time the teacher would like to maintain discipline in the class, she will as well encourage students to work in pairs</p> | <p>Maintaining discipline and discourage students disturbance and noise</p> <p>Encouraging students to work in groups</p> | <p>L3 would increase the number of technology materials such as phones and speakers</p> <p>During training trainers would be taken to real classrooms to do practices since practicing with the grow ups in the training is not as good as using the real students we teach</p> <p>Frequent visits by L3</p> | 27-04-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|---------------|---|---|--|------------------|
| | | | | officials so to remediate challenges | |
| | GS NDORA | The teacher delivered well the lesson but she wasn't using L3 materials. She was advised to use L3 materials next time and follow all the instructions in the teacher guide | To use the teacher guide of P3 and follow all the instructions in that guide | I have no recommendation | 07-05-15 |
| | EP RULI | The teacher has not used songs, games chants and Headline stories which are in teacher guide. The teacher had not used pair work and materials for the lesson was not respected she didn't cellphone and speaker while teaching process | She will charge on time speakers and cellphone, then she will deliver audio lesson as non-audio lesson. Games, chants headlines stories will be conducted while teaching process. Also, games and mental math activities will be part of her lesson based on Instructions from audio lesson | She is requesting replacement of damaged materials | 27-04-15 |
| | G S NYAGATOMA | Teacher tried to in the teacher guide and prepared teaching aids. While delivering the lesson She started by correction of Homework given and introduced new learning, he is follow some instructions from teacher guide. She encourages girls for participation and give them time for participation in correction and girls gave responses as boys. Children are hearing the teacher. However, teacher has not used games, chants, group work ,she used also extra time while correction of Homework because 16 minutes were used instead of using 3 minutes. | We agreed that for the next lesson, she will continue to correction of homework, motivation of all students for participation, follow instructions from teacher guide. She will also play and participate in games and songs with children, respect time for the lesson. | None | 28-04-15 |
| | G S RUSASA | While preparation, teacher have taken time for | After discussion, we came out with | none | 30-04-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|--|--|--|------------------|
| | | reading and checked exercises in students' book called JKF .During lesson, she played as indicated in teacher guide she moved in class and asked more questions to children and encouraged them to participate. This teacher has not used flash cards as teaching aids. | the following , Participation of children by answering questions asked by teacher and correction of exercises given by teacher Follow up of instructions from teacher guide by the teacher Active teacher and dynamic | | |
| | GS MUKAMIRA | The teacher was prepared before on how the lesson should be taught. he followed all instructions in the teacher guide, he motivated his students by asking questions on the lesson | After the lesson, the teacher promised to always follow instructions in the teacher guide, and when it is audio lessons, that he will hear it before the lesson starts | He recommended that L3 materials especially telephones are few that they should be increased in such a way each teacher should use his or her own telephone | 27-04-15 |
| | KIVUMU | Teacher Therese was Following teacher guide when she was teaching math lesson as well as motivating learners with questions related to the lesson | However The teacher was much reading in the teacher guide, she has not prepared for that lesson, she was advised to have a look in the teacher guide in advance so that she teaches her lesson without hesitation | Teacher recommended the additional cellphones to their school | 06-05-15 |
| | EP SANZU | The teacher did her best to motivate the students and make them participating using Math manipulatives. She also gave the homework found in teacher guide. But she couldn't use the other books referred to in the teacher guide such as MK /REB, JFK, LONGHORN. Also the exercises she gave were not the ones suggested in Teacher Guide. | During counting manipulatives the teacher should encourage the students to be more practical and shows they are counting. The teacher would also give the exercises found in existing REB books | The time of students practice during the audio lesson is not enough The telephone I use to teach is no longer working. The speaker also are damaged and we sometimes miss some of the audio | 12-05-15 |

| Grade-Subject | School name | Post- observation discussion | Action points agreed upon by observer and teacher | Teacher-recommended changes to L3 program | Observation date |
|---------------|-------------|---|--|--|------------------|
| | | | | lessons. | |
| | GS HINDIRO | she started motivating children with exciting questions , doing at the same time revision and introduction of the new lesson , she was moving in all directions and asking questions to each student without considering the genre | However, she was only focusing on the student reader ignoring the teacher guide, after classroom observation , she was advised to use both teacher guide and student reader when she is teaching | Teacher recommended more training on the use of L3 and that cell phones are to be increased in their school | 14-05-15 |
| | EP MBUGA | The teacher taught well motivating the students go follow and answer questions, but she couldn't follow all the instructions in teacher guide: she didn't use give recommended game, no problem given to students as found in teacher guide, no use of pairs. | The teacher was advised to following all instructions in teacher guide, give the pair work activities | The telephones are a few and those available are damaged Some lessons are in term one but they should be in term two. Eg T1 W7 L4 the division is introduced before multiplication is introduced. | 27-05-15 |

Summary

147 non-audio lessons were observed during monitoring visits and all observed teachers had previously participated either to L3 training or were trained by their SBMs. It was observed that the use of L3 programme varies widely across grades and subjects. Although all teachers did not consistently use L3 programme, in some areas all observed teachers did very well.

Annex 1. L3-Non audio observation

| Question ID | Question | Answer |
|-------------|---|--|
| 1 | A1. School name | |
| 2 | A2. Date of observation | |
| 3 | A3. Teacher name | |
| | <i>Last name</i> | |
| | <i>First name</i> | |
| 4 | A4. Class | P1 P2 P3 P4 |
| 5 | A5. Subject taught | Kinyarwanda English Math |
| 6 | A6. Program term | |
| 7 | A7. Program week | |
| 8 | A8. Lesson number | |
| 9 | A9. Total number of | |
| | <i>Boys</i> | |
| | <i>Gils</i> | |
| 10 | A10. How are desks organized in the classroom | Rows Horseshoe Other |
| 11 | A11. Observer's information | |
| | <i>Last name</i> | |
| | <i>First name</i> | |
| | <i>Organization</i> | |
| 12 | Instructions for the observer | |
| 13 | QB1-5 | |
| | <i>B1. The teacher explained the objective of the lesson.</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |

| | | |
|----|---|-----------------------------|
| | <i>B2. The teacher used games and activities to help children develop phonemic and phonetic awareness (i.e. the ability to identify individual sounds in words and the ability to identify the letter or symbol representing those sounds).</i> | yes no not applicable |
| | <i>B3. The teacher assisted students to practice their automaticity and fluency (i.e. through choral reading, through identifying letters or words in random order, etc).</i> | yes no not applicable |
| | <i>B4. The teacher used gestures, drawings, miming and/or real objects to help students understand vocabulary and instructions.</i> | yes no not applicable |
| | <i>B5. The teacher provided a variety of mental math activities (calculations/estimations that are done in the students' head without the guidance of pencil and paper.)</i> | yes no not applicable |
| 14 | QB6-10 | |
| | <i>B6. The teacher used chants, songs, role plays, and/or games to support students' learning.</i> | yes no not applicable |
| | <i>B7. The teacher asked students a variety of questions during the lesson to reinforce students' understanding.</i> | yes no not applicable |
| | <i>B8. The teacher held the storybook during his/her reading so that the children could see the pages.</i> | yes no not applicable |
| | <i>B9. Students were given an opportunity to practice vocabulary or simple calculations.</i> | yes no not applicable |
| | <i>B10. Students were given an opportunity to work with a partner.</i> | yes no not applicable |
| 15 | QB11-16 | |

| | | |
|----|---|-----------------------------|
| | <i>B11. The teacher asked children what they enjoyed about the lesson.</i> | yes no not applicable |
| | <i>B12. The teacher asked children what they had learned from the lesson.</i> | yes no not applicable |
| | <i>B13. The teacher summarized the main points of the lesson for the children.</i> | yes no not applicable |
| | <i>B14. The teacher explained to students how to continue to practice when they returned home after school.</i> | yes no not applicable |
| | <i>B15. The teacher followed the instructions in the teacher guide.</i> | yes no not applicable |
| | <i>B16. The teacher used the materials recommended for the lesson.</i> | yes no not applicable |
| 16 | QB17-21 | |
| | <i>B17. The teacher ensured that each student had his/her required materials (other than the book) and/or could share materials with one other student.</i> | yes no not applicable |
| | <i>B18. The teacher ensured that each student or group of students was on the correct page of the book throughout the lesson.</i> | yes no not applicable |
| | <i>B19. The teacher allowed all children to view images, flashcards, and/or other display materials for enough time for the children to focus on them (i.e. longer than 5 seconds).</i> | yes no not applicable |
| | <i>B20. The teacher pointed to each element on the board when speaking, when reading, and when guiding students' reading.</i> | yes no not applicable |

| | | |
|----|--|--|
| | <i>B21. The teacher organized his/her classroom according to the directions in the teachers' guide.</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |
| 17 | QB22-27 | |
| | <i>B22. The teacher walked and moved around his/her classroom, including delivering some instructions from different points in the room.</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |
| | <i>B23. The teacher spoke loudly enough so that all students could hear.</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |
| | <i>B24. The teacher used legible writing that was visible from the back of the classroom.</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |
| | <i>B25. The teacher equally encouraged boys' and girls' participation.</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |
| | <i>B26. The teacher evenly distributed questions and interactions (encouraged participation of those at the front and back, on the right and on the left; asked questions of those who raised their hands and those who didn't).</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |
| | <i>B27. The teacher used pair work and/or group work during the lesson.</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |
| 18 | QC1-4 | |
| | <i>C1. Did students have enough time to complete the activities during pauses?</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |
| | <i>C2. Were students actively participating in the activities?</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |
| | <i>C3. Did students understand the</i> | <i>yes</i> |

| | | |
|----|--|--|
| | <i>instructions given by the teacher?</i> | <i>no</i> <i>not applicable</i> |
| | <i>C4. Were students able to understand the visual aids?</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |
| 19 | D1. To deliver this lesson, the teacher used (Tick all that apply): | Phone with speakers The L3 Teacher's guide The blackboard Chalk Student workbooks Read Aloud Books Flashcards Math manipulatives Other (please specify): |
| 20 | QD2-3 | |
| | <i>D2. Has teacher attended L3 training?</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |
| | <i>D3. Has the teacher received mentoring from the school-based mentor assigned to this school?</i> | <i>yes</i> <i>no</i> <i>not applicable</i> |
| 21 | After completing the instrument, go through each item with the teacher. Ask them what they did to prepare for this lesson? Start with the things they did well, and discuss other items that they did not do well or understand. Provide highlights of your discussion with the teacher: | |
| 22 | Action points agreed upon by observer and teacher: | |
| 23 | Teacher recommended changes to L3 program: | |
| 24 | Data status | real data! practice or test data |

L3 Subject Teacher Monitoring

Summary Report



Quarter 3 FY15

EDC-L3

Monitoring and Evaluation Department

July 2015

LIST OF ACRONYMS

EDC: EDUCATION DEVELOPMENT CENTER. INC
L3: LITERACY LANGUAGE, AND LEARNING INITIATIVE
M&E: MONITORING AND EVALUATION
REB: RWANDA EDUCATION BOARD
SBMs: SCHOOL BASED MENTORS
TDM: TEACHER DEVELOPMENT AND MANAGEMENT
TLMs: TEACHING AND LEARNING MATERIALS

INTRODUCTION

L3 staff conducted monitoring visits to 179 schools and collected grade monitoring data from 535 P1, P2 and P3 subject-teachers in the third quarter of the fiscal year 2015 (April-June 2015). The purpose of subject teacher monitoring is to collect data on the use of L3 materials and to track early grade literacy and numeracy teaching practice in P1 to P3 grades.

The information collected help to get overview of L3 implementation and provide feedback to stakeholders on how to improve quality of teaching. Results will be used by L3 management team and shared with key stakeholders to inform them on the progress of implementation of L3 program in schools. The data collected will also be crosschecked with the materials distribution reports, reports provided by SBMs through DataWinners SMS reporting system on the schools they support and other reports submitted L3 partners to verify the reported figures/information which leads to the improved L3 delivery.

The data were collected by L3 provincial coordinator (85%) and M&E team (15%). The data were collected electronically, using tablets with SurveyToGo software in which the subject teacher monitoring questionnaire (Annex 1) is programmed. Teachers were asked about the grades and subjects they teach, the use of L3 TLMs while teaching, L3 training, SBM training on L3 materials, the frequency of use of L3 technology in teaching students. Opportunities were also provided to teachers to comment on L3 materials, training, or school-based mentors. This report summarizes the monitoring results.

Table 1 shows the distribution of monitored teachers per province, grade and subject taught.

Table 1. Distribution of subject teachers monitored

| Province | Grade | Subject taught | | | Total |
|-------------|--------------|----------------|-----------|-----------|------------|
| | | Kinyarwanda | Math | English | |
| East | P1 | 13 | 10 | 8 | 31 |
| | P2 | 10 | 10 | 6 | 26 |
| | P3 | 6 | 6 | 6 | 18 |
| | Total | 29 | 26 | 20 | 75 |
| Kigali City | P1 | 8 | 2 | 2 | 12 |
| | P2 | 1 | 2 | 1 | 4 |
| | P3 | 1 | 5 | 4 | 10 |
| | Total | 10 | 9 | 7 | 26 |
| North | P1 | 24 | 21 | 15 | 60 |
| | P2 | 26 | 27 | 17 | 70 |
| | P3 | 21 | 24 | 17 | 62 |
| | Total | 71 | 72 | 49 | 192 |
| South | P1 | 27 | 23 | 22 | 72 |

| Province | Grade | Subject taught | | | Total |
|-------------|-------|----------------|------|---------|-------|
| | | Kinyarwanda | Math | English | |
| | P2 | 17 | 20 | 20 | 57 |
| | P3 | 19 | 14 | 23 | 56 |
| | Total | 63 | 57 | 65 | 185 |
| West | P1 | 13 | 4 | 1 | 18 |
| | P2 | 11 | 6 | 4 | 21 |
| | P3 | 7 | 7 | 4 | 18 |
| | Total | 31 | 17 | 9 | 57 |
| Grand total | | 204 | 181 | 150 | 535 |

The distribution of monitored teachers per grade was almost even: (36%) were P1 teachers, (33%) were P2 teachers and (31 %) were P3 teachers. Most teachers were Kinyarwanda teachers (38%), followed by Math teachers (34%) and English teachers (28%).

USE OF L3 TEACHING AND LEARNING MATERIALS BY TEACHERS

Print Materials

During monitoring visits, teachers were asked if they use L3 Print Materials (Teachers' Guides, Read Aloud books and Students' books) and (97%) answered yes and (3%) said no. Almost all P1 teachers monitored (99.5%) use L3 TLMs, 96% of P2 teachers use L3 materials and 95% of P3 teachers use the materials. Table 2 shows the results.



Photo: L3 Print Materials. Photo taken at GS MATIMBA in Nyagatare District.

Table 2. Use of L3 Print materials

| Province | Grade | Use of L3 TLMs | | Total |
|--------------------|--------------|----------------|-----------|-------------|
| | | Yes | No | |
| East | P1 | 31 | 0 | 31 |
| | P2 | 25 | 1 | 26 |
| | P3 | 17 | 1 | 18 |
| | Total | 73 | 2 | 75 |
| Kigali City | P1 | 12 | 0 | 12 |
| | P2 | 4 | 0 | 4 |
| | P3 | 7 | 3 | 10 |
| | Total | 23 | 3 | 26 |
| North | P1 | 59 | 1 | 60 |
| | P2 | 66 | 4 | 70 |
| | P3 | 59 | 3 | 62 |
| | Total | 184 | 8 | 192 |
| South | P1 | 72 | 0 | 72 |
| | P2 | 54 | 3 | 57 |
| | P3 | 54 | 2 | 56 |
| | Total | 180 | 5 | 185 |
| West | P1 | 18 | 0 | 18 |
| | P2 | 21 | 0 | 21 |
| | P3 | 18 | 0 | 18 |
| | Total | 57 | 0 | 57 |
| Grand total | | 517 | 18 | 535 |
| % | | 97% | 3% | 100% |

L3 Technology

Teachers were also asked if they use L3 technology (phones with SD cards, speakers) in teaching P1, P2 and P3 students. Results show that most of the teachers (60.2%) use L3 technology 2 to 4 times a week in teaching students. 19.6% of teachers use it every day and 7% use the technology once a week. 2.4% of teachers use the L3 technology occasionally, but not regularly while 10.4% confirmed that they never used L3 technology in teaching Kinyarwanda, math and/or English in lower primary.

Most teachers reported as not using L3 technology are P2 (12.2%) and P3 (13.2%) teachers. The main reasons given by teachers include shortage of L3 technology/materials, damaged materials (phones, speakers and cables), stolen materials, lack of SD cards with audio content, materials still kept by some school head teachers and electricity problems.

It is important to note that the frequency of technology use in the L3 programme varies from subject to subject, math requires the technology for two lessons a week, Kinyarwanda has 2 audio lessons per week from P1 to P3 apart from the 2nd and the 3rd week of the term where there are 7 audio lessons per week. For English, in P1, the plan is 3 audio lessons per week; 4 audio lessons and 5 lessons in P2 and P3 respectively.

As per the allocation of audio lessons per grades and per subject; and per the data on use of L3 technology reported; it is observed that 159 teachers out of 197 P1 to P3 Kinyarwanda teachers use the technology as per the standard (2 audio lessons per week).

For Math, 132 (79%) P1 to P3 teachers out of 168 teachers use the technology as per the expected standard of 2 audio lessons per week.

The data on the delivery of audio English lessons vary per grades, 76% of P1 teachers; 80 % P2 English teachers and 84% P3 teachers reported using technology for at least two times a week; in P3 only 11 teachers representing 26% reach the benchmark of 5 audio lessons a week.



Photo: Speakers charging

Table 3. Use of L3 technology by teachers

| Grade | Subject | Use of L3 technology | | | | | Total |
|-------------|-------------|----------------------|------------------|-------------|--------------|-------|-------|
| | | Every day | 2-4 times a week | Once a week | Occasionally | Never | |
| P1 | Kinyarwanda | 14 | 56 | 6 | 2 | 6 | 84 |
| | Math | 10 | 34 | 8 | 0 | 3 | 55 |
| | English | 8 | 27 | 6 | 2 | 3 | 46 |
| | Total | 32 | 117 | 20 | 4 | 12 | 185 |
| P2 | Kinyarwanda | 10 | 41 | 6 | 0 | 7 | 64 |
| | Math | 11 | 38 | 3 | 2 | 8 | 62 |
| | English | 13 | 24 | 2 | 1 | 6 | 46 |
| | Total | 34 | 103 | 11 | 3 | 21 | 172 |
| P3 | Kinyarwanda | 12 | 26 | 2 | 2 | 7 | 49 |
| | Math | 9 | 30 | 4 | 0 | 8 | 51 |
| | English | 11 | 25 | 0 | 3 | 4 | 43 |
| | Total | 32 | 81 | 6 | 5 | 19 | 143 |
| Grand total | | 98 | 301 | 37 | 12 | 52 | 500 |
| % | | 19.68% | 60% | 7% | 2% | 10% | 100% |

I. ATTENDANCE AT L3 TRAINING

The teachers were asked if they have attended a training organized by EDC/L3, 46% of teachers answered yes and 54% answered no. It is important to note that EDC/L3 organizes trainings for teachers from schools without mentors. School based mentors support teachers in the schools they are assigned. The results are displayed in the table 4.

Table 4. Attendance at L3 training

| Province | Have you attended L3 training? | Subject taught | | | Total | % |
|----------|--------------------------------|----------------|------|---------|-------|-------|
| | | Kinyarwanda | Math | English | | |
| East | Yes | 13 | 13 | 9 | 35 | 46.7% |
| | No | 16 | 13 | 11 | 40 | 53.3% |
| | Total | 29 | 26 | 20 | 75 | 100% |

| | | | | | | |
|-------------|----------------|----|----|----|-----|--------|
| Kigali City | Yes | 0 | 2 | 4 | 6 | 23.1 |
| | No | 10 | 7 | 3 | 20 | 76.9 |
| | Total | 10 | 9 | 7 | 26 | 100% |
| North | Yes | 29 | 30 | 18 | 77 | 41.0% |
| | No | 41 | 40 | 30 | 111 | 59.0% |
| | Total | 70 | 70 | 48 | 188 | 100% |
| South | Yes | 41 | 35 | 33 | 109 | 58.9% |
| | No | 22 | 22 | 32 | 76 | 41.1% |
| | Total | 63 | 57 | 65 | 185 | 100% |
| West | Yes | 6 | 9 | 3 | 18 | 31.6% |
| | No | 25 | 8 | 6 | 39 | 68.4% |
| | Total | 31 | 17 | 9 | 57 | 100.0% |
| | Missing values | - | - | - | 4 | |

II. TRAINING BY SCHOOL BASED MENTORS (SBMs)

Asked whether they were trained by the school based mentor, results in table 5 show that 62% of teachers said yes, 9% said no and 29% specified that their schools do not have a mentor. The monitoring results will be crosschecked with the reports submitted by SBMs through EDC/L3 DataWinners SMS Reporting system and a further analysis will be done in quarter four and the findings will be shared with REB/TDM.

Table 5. Training by School Based Mentor

| Province | Trained by SBMs ? | Subject taught | | | Total | % |
|-------------|-------------------|----------------|------|---------|-------|--------|
| | | Kinyarwanda | Math | English | | |
| East | Yes | 24 | 19 | 8 | 51 | 68.0% |
| | No | 5 | 6 | 11 | 22 | 29.3% |
| | No SBM | 0 | 1 | 1 | 2 | 2.7% |
| | Total | 29 | 26 | 20 | 75 | 100.0% |
| Kigali City | Yes | 7 | 6 | 4 | 17 | 65.4% |
| | No | 2 | 1 | 0 | 3 | 11.5% |
| | No SBM | 1 | 2 | 3 | 6 | 23.1% |
| | Total | 10 | 9 | 7 | 26 | 100.0% |

| Province | Trained by SBMs ? | Subject taught | | | Total | % |
|----------------|-------------------|----------------|------|---------|-------|--------|
| | | Kinyarwanda | Math | English | | |
| North | Yes | 38 | 35 | 29 | 102 | 53.7% |
| | No | 1 | 4 | 4 | 9 | 4.7% |
| | No SBM | 31 | 33 | 15 | 79 | 41.6% |
| | Total | 70 | 72 | 48 | 190 | 100.0% |
| South | Yes | 38 | 32 | 44 | 114 | 61.6% |
| | No | 5 | 3 | 5 | 13 | 7.0% |
| | No SBM | 20 | 22 | 16 | 58 | 31.4% |
| | Total | 63 | 57 | 65 | 185 | 100.0% |
| West | Yes | 27 | 12 | 9 | 48 | 84.2% |
| | No | 1 | 0 | 0 | 1 | 1.8% |
| | No SBM | 3 | 5 | 0 | 8 | 14.0% |
| | Total | 31 | 17 | 9 | 57 | 100.0% |
| Missing values | | - | - | - | 2 | |

III. COMMENTS ABOUT L3 PROGRAM AND SUPPORT

The teachers monitored were asked to provide their observations or comments on L3 materials, training, and school based mentoring program. Their feedback was summarized per grade and per subject, as follows:

| Kinyarwanda P1 |
|--|
| <p><u>Appreciation</u></p> <ul style="list-style-type: none"> • SBMs help us because when we have a problem in teaching we seek their support. GS RUNDA • Our mentor helps us , we really appreciate him and we love him. GS KORA CATHOLIQUE • This program is useful and it helps students to learn happily, and teachers' guides help teachers to prepare lessons without any problem. KIYOMBE PS • L3 Program used to help students to raise their level of reading and writing especially audio lessons. MULINGA • This program is perfect. The students reading and writing skills have improved a lot. Students can now express themselves and give good answers following the example from students in the audio. GS Cyahafi. • This program is very helpful. It reduced our work load because we have all the lessons plans. The children's reading, speaking and listening skills have improved a lot. EP Muhima • This program is good. Children can now read even in term. This has never happen before. GS |

Kacyiru

- This program is good. It has increased students reading and writing skills. GS Gahanga 1
- The new approach of teaching Kinyarwanda has increased students 'motivation and attention. They like listening to stories, they also like singing songs and playing different games proposed in lesson. Our SBM is very active and she is very supportive in this L3 Program. We have no problem in the implementation of this program except the one about sharing the phones and speakers. Sometimes we fail to teach an audio lesson because we have to share 1 phone being 3 teachers. GS Camp Kanombe

Challenges

- We need more training on L3. EP TAMBA
- Telephones cables which are not working. We have only one working out of seven we received. G S Gaseke
- Audio lessons are too speedy and they don't allow our children to think
- The speaker batteries are no longer used more than 2 hours. We need spare batteries. The phones are not enough; it is not easy to listen to a lesson before teaching it. I am a new teacher; I really need to be trained on the use of L3 materials. EP Kibagabaga
- Teaching two blends at the same time is difficult to children. The stories we read to children are good but they don't allow children to discover the lesson of the day. The blends in P1 are difficult for children. GS RUNDA
- L3 materials are not enough such as phones, speakers and teachers' Guides; during the time we were trained by EDC-L3, we used to understand well what to do in terms of L3 materials use. But this time we are trained by the mentor, we do not master what to do; Speakers received are not being charged appropriately. EP Munazi
- L3 materials are not enough; the high speed of audio lessons impedes on pupils' understanding. EP Munazi
- Writing activities are very limited and they are the ones which help students to write quickly. They should be increased; every teacher should get her/his own materials; P1 students cannot identify the page which a number they did not learn yet. The teacher needs more time of pause to help them find the page, especially during the first and second term. GS Mayange A
- In short, this Program is the best but the problem still phones and speakers sharing among the concerned teachers. GS Dihiro
- We don't have books for math in our school, and also the teacher guide for math P2. Gitega
- Story in the books are long, the children cannot find the new lesson from the text on their own. EP MBUGA"
- The audio lessons are too speedy and it is difficult to use them in large classes. There would be reduction of speed. KAVUMU ADVENTISTE
- L3 materials have a very long program and it is difficult to finish it. Read aloud stories are not about the real life of kids. To organize more trainings on L3 materials. GS Gitwa B
- Daily readers are being damaged/lost by students. To shorten read aloud stories so that students could understand well new vocabularies. EP Cyete
- There are no many writing activities in the L3 materials, yet children need to start writing early. GS LIBA
- The technology materials are not enough and those damaged are not repaired. We need more materials and to repair those available. EP KIBANGU

- The only problem we have is the teachers guides that are not enough among us. In P1 we only have one teacher guide and one read aloud story book that we have to share among 3 of us. GS Cyahafi
- The phones we have are not enough. We are sharing 1 phone per 3 or 4 teachers. So sometimes we do not use audio when we were supposed to use it. EP Muhima
- I have a big challenge to use a phone. I did not receive any training on its use except when the HT showed us how to connect a phone to a speaker, how to find a lesson, etc... I need to see a model lesson when someone is giving a model audio lesson. Otherwise the books are very well prepared with interesting activities and beautiful pictures. GS Kacyiru
- The phones are very few. For example in P1, we have 8 classes. It is really impossible to share 2 phones that we have in p1 within all the subjects' teachers. Also the students' books are very few compared to the number of students in class. If you can increase the number of phones, and the number of students' book, this program will be successful and it will have a very good impact on our students. GS Gahanga 1
- The materials need to be repaired as soon as they are broken so that teachers may continue using them. EP RUSHOKA
- The introduction of the similar blends, e.g. " nd" and "ng" confuses students; we suggest that each blend should be introduced separately;. GS Nyamata Catholique.

Kinyarwanda P2

Appreciation

- In general, this L3 Program is wonderful in terms of helping students to achieve quick reading and listening skills but the materials are not enough to deliver all lessons as they are planned in the teacher's Guide. GS Dihiro
- Our mentor helps us much on the use of L3 materials and in other teaching methodology, we really appreciate that. GS KORA CATHOLIQUE
- We are grateful for the L3 materials because they helped us to improve our way of teaching and how students are studying. KIYOMBE PS
- The program is really good. It has improved students reading and writing skills in Kinyarwanda. The read aloud stories are very helpful in Kinyarwanda program. Students like them so much. The students activities are now easy for the students to do because they are all related to the read aloud story. GS Kanyinya

Challenges

- I wish there would be a method of teaching one blend because when we teach two of them at the same time, students confuse them. We need that writing activities be increased in the daily readers and I teacher guide. GS RUNDA
- L3 materials are not enough in general especially phones and speakers; Some teachers were trained in a given subject and today they are teaching another subject in which they are not trained; Our mentor did not train us on L3 materials only in English as a foreign language. EP Munazi
- L3 materials are not enough especially audio lessons in terms of one phone and speaker for two teachers. Everyone would like to have her/his own materials; I suggest that REB train teachers directly on L3 materials instead of training the mentors. EP Munazi

- To increase the number of telephones and student readers. GS RUSUSA
- We really need a mentor to help us as soon as possible. UBUMWE
- Our mentor did not train us as it was supposed to be because we are not well comfortable in the use of L3 materials. GS KANEMBWE II
- The images in students' books are not clear. EP NYAMAGABE
- The lessons planned for in each week are many comparing the level of students of P1,P2 and P3. EP RUNGA
- The materials are not enough, we share them and it is hard to have access on them whenever you have an audio lesson. The technology materials cannot keep power for long, and lesson are stopping before they are finished. GS NYAMAGANA
- The materials are easily damaged, we need more strong materials. EP KAVUMU ADVENTISTE
- If possible each teacher should teach only subjects he/she was trained on. The readers are significantly improving students reading skills, but the books are not enough. Ep Mbogo
- To assign a new SBM to the school as the first mentor left since January 2015. To repair the solar panel so that we can charge phones and speakers. We need trainings on how to use I3 materials. Mujuga PS
- To extend multiplication lessons in P2 from one term to the whole year. It is very difficult for kids to learn multiplication in one term. To organise many trainings for teachers on I3 program. EP Rubengera I
- The drawing in the students' books and in Read Aloud are not clear, you cannot know which animal is it. The stories in the Read Aloud do not show clearly the lesson the blends and letters to teach. Technology materials are not enough, and the audio lessons are very fast. Using pair work activities is a big challenge because of many students. GS LIBA
- Materials of L3 are a few and we need other trainings. GS KAGANZA
- We need more materials. GS KAGANZA
- "The phones and the teacher guides are not enough, we have to share them. We have no electricity and sometimes charging the phones it is not possible.
- There are many things to cover in the new materials that the teacher does not have enough time to teach a lesson, the children also do not have time to master well the content they are taught. EP RWAMIKO
- The challenge we have is that we do not have power in our classes. The power of the speaker runs off quickly and we do not have spare batteries. If you could advocate for us to the HT it will be fine. GS Kanyinya
- It would be better if the materials are repaired as soon as they are broken. GS RUGENGE.

Kinyarwanda, P3

Appreciation

- ✓ L3 technology materials are very motivating students unfortunately they are very few and those available have technological problems. GS LIBA
- ✓ I like this program. It is very helpful for teachers and students. Students like reading because of this program. During the break time or free time you can see them with their readers or in the library borrowing books to read. GS Nyanza

Challenges

- ✓ Lack of enough training on use of L3 materials. G S Mwendo
- ✓ In L3 books there are where they tell us to introduce blends by only adding one vowel and

this doesn't allow learning fast. We are also told to prepare lessons yet they are already prepared in the teacher guide and on phone. The stories in textbooks are too long and difficult for learners to concentrate on them. The students on the phone answer fast before our students think on questions and answer; and this is an obstacle to learners. GS GASAGARA

- ✓ "Each teacher would have his own teaching materials (phone and speaker) so to be able to teach well. We need electricity to charge the materials. The time of exercises during audio lesson is not enough. EP SANZU"
- ✓ The batteries of speakers are too weak, we need other batteries. The materials are not enough; every teacher should be equipped with his own materials. EP RUTARABANA
- ✓ When telephones are not working the school does not replace it at all, and those which are working are up today kept in head teacher office, then , the SBM did not train us well, we feel not comfortable with L3 materials.GS KANEMBWE II
- ✓ We need to be trained by the mentor for enough time because we don't have enough time to be trained by the mentor we just meet him for short time.GS REGA CATHOLIQUE
- ✓ The story in the teacher guides are too long cannot fit in the time provided. The color in the daily readers doesn't capture too much the interest and some of the drawings are not common in our society. The students' books are not enough. I didn't receive the phone, so I would like the one. EP MBUGA
- ✓ Newly recruited teachers need training on the use of L3 materials. KAVUMU CATHOLIQUE
- ✓ Story in the read aloud book is long that students don't have time to see image, the even forget what the story was talking about. The time that is given to exercises is not enough. We need students' math books. KIRULI"
- ✓ We need that the number of materials be proportional to the number of teachers using them, and that there would be a technician to repair them. EP KIBANGU
- ✓ The technology materials are not enough and those available are not functioning. GS NKUBI
- ✓ The students' daily readers are not enough. It is hard to read the Read aloud story collection and show images to students at the same time. The time given to students in these new materials is not enough. EP SAHERA
- ✓ The only problem we have is related to technologies: The speakers batteries are swollen other cannot be charged. Some cables are no longer working. On this I promised to talk to the HT and make sure that these materials are replaced. GS Nyanza

English P1

Challenges

- The materials are few; others are damaged so we need more materials. If possible there should be training at least once in a term. EP TAMBA"
- Reparation of cables which are not working. G S Gaseke
- Audio lessons are too fast. In one lesson it found many subtopics that is hard for children to discover the lesson of the day on themselves. Example in English we find sounds and other topics. GS RUGANGO
- Some teachers are required to teach using the new materials without being trained so it is better there are more training. We need more materials so that each teacher may have his own materials. We need a mentor.GS GASAGARA"
- Sharing 1 phone among two teachers does not allow us to teach well, each teacher should have his own materials. EP RUTARABANA
- The phone I am supposed to use is broken. I am waiting for the HT to take it to the

technician. If you can follow up with the HT I will be very happy. Otherwise this program will help students to improve their skills in English. EP Kibagabaga

- L3 lessons are packed. It is not easy to teach everything within 40 min. If you can think about this in the future it will be helpful. We need strong batteries for speakers, the one we have are old they cannot last for at least 2 lessons. We need power installation in our classroom so we can charge the speakers while using them. EP Kibagabaga
- The audio teacher is too fast compared to the level of P1 Pupils and because they are not used yet. Pupils are unable to read and follow the audio instructions at the same time. The teacher needs more pauses to explain more. EP Munazi
- These L3 materials are sometimes not working due to the lack of power. EP Munazi
- L3 materials are not enough as it sometimes happen that two teachers sharing the same phone and speaker need them at the same time. The rearrangement of the timetable could not overcome this issue; Given that audio students give only the right answers and that classroom students give the wrong answers among others, we suggest increasing the time of pauses so that teachers can react on the responses of students. GS Nyamata Catholique
- Compared to the level of pupils i teach in P1, the speed of audio lesson is too high and they are not given enough time to reflect on their responses;-Because of a big number of students in the classroom, it's not easy for me to move around the classroom showing them the right page in their books as it's said in the audio lesson. GS Nyamata Catholique
- The time allocated to lessons in the materials is not enough, and two lessons are combined in one (there is a sound lesson in each lesson).This confuses students. KAVUMU CATHOLIQUE"
- We often experience the problem of electricity, need solar panels so that when there is a lack of electricity we may be able to charge technology materials. EP NYANZA
- The materials are not enough and sharing them is not possible: our school has three sites and when they are in one site we cannot share them because the sites are distant.
- We have so many students in classroom that controlling them while reading is not possible, and following them in pairs is difficult. GS KAGANZA"
- We have a very few technology materials comparing to the number of teachers, so we need them to be increased. GS KAGANZA
- Phones and speakers so that each teacher would have his/her own materials.
- We also need more training. EP RWAMIKO"
- Technology materials are good, but they are easily spoilt. GS NKUBI
- The stories in P1 Kinyarwanda are very long for students in P1.EP SAHERA
- She is using cellphone in teaching process once per a week because solar panel is not working. EP Munini.

English P2

Appreciation

- The mentor helps us a lot, most of the time we ask her what is not understandable and she supports us. She also assisted us in using L3 materials. EP RUHANGO ADEPR
- The L3 program is nice and helps students to be motivated. EP Gitinda
- The mentor helps us a lot in making teaching aids. GS NKUBI
- This program is just excellent. As a teacher, it helps me to deliver my lesson as I have all the lesson plans in my teacher guide. The audio teacher assist me in giving instructions, in modelling how to say some words and sounds, etc... It is a good model for me and the

students about how to speak English. The students speed has improved, my students are always in competition with the students from the audio. Students like the songs and poems so much! GS Camp Kanombe

Challenges

- Increase number of readers for English. G S Congoli
- Reparation of cellphones and speakers, increase an amount of students books Keynote, Succes English, or Progressive. G S Rwesero
- Reparation of cables and buy adapters for charging speakers S Gaseke
- It's better to increase Teachers guide and have more trainings on use of L3 materials. G S Kinyababa
- It is better L3 make a follow up on materials distributed and replaces those which are damaged.GS RUGANGO
- It is better if the phone and speaker has two batteries. We haven't enough power to charge the technology materials, so we need other source of electricity. EP SANZU"
- She needs more training. G S Kigeyo
- When you are teaching using these new materials you start a lesson and other points not related to the topic are introduced. GS RUNDA
- I did not receive L3 audio materials but those who are using them say that many students do not understand the audio instructions and that English texts are difficult to understand by students; All teachers should be trained on L3 materials even for those who are not teaching in lower primary to raise awareness in the whole school; The school Based mentor does not consider teachers' level of English understanding while training us in English. EP Munazi
- There would be correction of some books because the sometimes the content in the books don't match with what is on the phone. There would be additional materials. EP RANGO
- Sometimes students are required to read in the materials sentences containing the blends or the letters they have not yet studied. KAVUMU CATHOLIQUE
- Read aloud stories are very long and it is hard to find the new letter to be taught. EP Remera b
- To replace the missing sd cards so that we could provide audio lessons to our students. To provide more teachers' guides, guides in place are not enough compared to the number of teachers. English lessons are not on the level of students, they should be revised to match the English level of students. Munyegera EP"
- Our comment is that in students are learning in Kinyarwanda lessons 3 blends at the same time and this is not possible. We need more training. EP GITINDA
- Some teachers are still confused in the use of L3 materials, so they need more training; it's good that all the lessons are prepared to alleviate the teachers' burden; the mentor helped P1 and P2 teachers in using L3 materials, but P3 teachers are not yet trained. Mulinga PS"
- Sometimes the pause for responses is very short. I fail to complete the activity during pauses. Here I advised him that he can use the time of "after the program activities" to emphasize some activities that were not completed or well done during the audio part of the lesson. Our mentor is always observing our lessons and giving us feedback and advice. So we are all on track with the program.GS Camp Kanombe

Appreciation

- ✓ As I said after my lesson, I appreciate this program so much. Our mentor is also very active. He is always visiting us during the lesson and advising us. He helps us to make teaching aids. He trained us on how to use these materials and when we have a question we always ask him. We hope that this program will improve our students' skills especially in English and Kinyarwanda. EP Gahanga 2
- ✓ L3 materials are very good for teachers and students as they help teachers to improve their methodology of teaching Math, Kinya and English and help little kids to read quickly. EP Munazi
- ✓ L3 program is nice because it helps students to like to read and write at the early ages. BURAMIRA
- ✓ This program is good. Children like to listen to stories. They can now respond to some of the comprehension questions without hesitating. Ep Muhima

Challenges

- ✓ Materials comprised by speakers and cellphones are damaged we need reparation, as the children are more interested by image while reading it is better to have big charts. GS Rwesero
- ✓ They need time for preparation because school is keeping cellphone at the office in evening, materials are not enough. GS Byumba
- ✓ Replace cables which are not working and repair speakers, more training are needed on use of P3 materials. GS Mwendu
- ✓ She needs reparation of cables and more trainings on use of P3 materials. GS Gaseke
- ✓ The materials L3 distributed are not enough comparing with the number of teachers
- ✓ Some of the materials are damaged and they need reparation. The training you provide on the use of the materials take only two days, but they should take more days. EP MBAZI
- ✓ L3 materials not enough for all the concerned teachers to use them; Speakers whose batteries are down so quickly. EP Munazi
- ✓ Phones and speakers are rarely used because one phone and speaker are shared between three P3 teachers; we also need more training on L3 materials use. GS Mayange A
- ✓ We need to have access on the cellphone because they were kept at school. GITEGA
- ✓ Stories in the Read Aloud Story collections are too long. EP MBUGA
- ✓ "It would be better if the L3 materials especially phones and speakers would be repaired in case they are damaged. We need more training on L3 materials. EP RUNGA"
- ✓ L3 technology is very few, some were stolen and those available are not functional. We need more technology materials and those available should be repaired. GS LIBA
- ✓ L3 program is nice because it helps students to like to read and write at the early ages. The program that we have is that technology materials are not working and sometimes we don't teach audio lessons because the technology materials have been damaged. Our
- ✓ L3 materials are very interesting; the challenge is that they are very few comparing to teachers who are to use them. EP KIBANGU
- ✓ The biggest problem we have, is sharing the phones. It is really impossible. In p3 we are sharing 1 phone per 6 teachers. We do not use the audio and yet the audio teacher is supposed to coach us in conducting all the new practices. Meanwhile we teach all audio lessons as non-audio. EP Muhima
- ✓ I am new in lower level. I have not yet received any training. I only received teacher guide

and read aloud books but I really do not know how to use and how to match them with the phone. I am only using students' books in my lessons. Now I have understood, from today, I will start using them asking for help where needed. GS Kanyinya

- ✓ This program is good but difficult to implement. The phones are very few, I do not have access on one. So I cannot teach using audio. The students' books are few but the students share them. It is difficult for them to take the books home as they are not enough. On the technologies, I advised him to always look in the teacher guide and teach an audio lesson as a non-audio when he does not have a phone. On the student books, I advised him to think about a mechanism where students can take the books home at least during the weekend. GS Gahanga 1

Math P1

Challenges

- There should be more training on the use of L3 materials, there should be enough materials so that at least each teacher would have his own materials. EP GAHORA
- Cell phones are not enough; they have received 3 out of 9 teachers. G S Kimiryi
- The batteries of the speakers do not last long anymore. It is no longer possible to teach audio lessons as we are supposed to do. We need power in our class or the replacement of the old batteries. We really need the math students' books like for Kinyarwanda and English. EP Kibagabaga
- Every teacher should have her/his phone and speaker because it is too complicated to share these materials as we have to prepare our lessons outside the classroom; High speed of audio teacher does not help learners understand. EP Munazi
- Every teacher should be given her/his materials such as phone and speaker; I suggest that REB/L3 separate the time to show pictures to learners and listening during the read aloud of a story because P1 students cannot listen and see at the sametime. GS Mayange A
- L3 phones and speakers are not enough, some teachers do not have access to them and this makes some of us to use them more rarely than once a week. GS Dihiro
- We share 1 phone among 3 teachers which is not practical. EP RANGO
- Charging the materials is not easy because the materials don't keep power for long. GS NYAMAGANA
- We need more phones and speakers. GS NYAMAGANA
- We need stronger batteries. EP RUHANGO ADEPR
- We need students' books in Mathematics and more technology materials. KAVUMU CATHOLIQUE
- L3 books lack exercises and i would recommend that you add them. To change the color of readers. Our mentor supports us in all ways. We need students' math books. Every read aloud story should match the lesson to teach. EP Remera b
- "To replace the missing sd cards. To provide math books for students to ease math audio lessons especially exercises. We do not have enough teachers' guides, two teachers use one guide! Munyegera EP
- The speaker battery power does not last longer. Phones and speakers do not charge on solar panel. It is damaged. To organise many trainings on l3 program and to provide more materials. EP Muyange
- To organise trainings for new subject teachers in the school, as subject teachers keep

changing. EP Rubengera I

- The speakers' batteries are too weak; they run off the power before the end of the lesson. EP TUMBA
- I have never used the L3 materials because I did not been trained, the L3 materials are well prepared to support the teachers and students; we need also math books for students. It is like that the SBM program in our school is not working, they don't help at all. GITINDA PS
- We need students' books. GS LIBA
- L3 materials are nice for use but they are not enough, we need more training. BUSOGO II
- My wish is that there would be quick reparation of damaged technology materials, the students are very motivated by those materials but unfortunately they are not functional. The mentorship programme is very good; the mentor helps us a lot in using L3 materials. EP NYANZA"
- Using L3 materials in a large class like us is not easy especially using pair work activities. We share 5 phones among 19 teachers and it is not practical. GS KAGANZA"
- Speakers are not used. So the teacher listen to the lesson from the phone and then gives instructions to learners; Phones are kept at school since the second term because one phone was lost by a teacher and until now it's not replaced. The teacher would suggest keeping using phones at home so that they can prepare her lessons. Mulinga PS"
- We need that the number of materials would be increased so that each teacher may find the phone to use every time he has an audio lesson. We share them and sometimes we miss audio lessons because the materials are shared among many lessons. EP KIBANGU
- Math program is well prepared. Students like learning through games, chants, their mental math skills have improved a lot. The only wish I have is to have student's books with many activities for the students to practice at school and at home. GS Kanyinya
- We need more training on L3 materials. It would be better if the teachers take the technology materials at home to prepare lessons. GS RUGENGE
- Telephones are not enough; we need the number of phones to be increased. EP RUSHOKA

Math P2

Appreciation

- The L3 program is very useful, it wakes up students and it helps teachers to prepare lessons. KIYOMBE PS
- She appreciate L3 materials, it improves teaching especially audio lessons. Ruhengeli P S
- Math program is very interesting. Students like learning through chants and games. Headline stories are improving their thinking and problem analysis skills. EP Muhima

Challenges

- In some lessons the teaching aids suggested are not more practical: for example counting from 200 to 500 using stones. As we have 3 pupils on one desk, their counting stones become many that they mix while counting them during audio lesson, and students get confused. Daily readers are not enough for all students to take them home. Audio lessons are so fast. In Math there is a so large content to cover. GS LIBA
- Training provided by mentor is enough. G S Congoli
- Reparation of materials which are damaged like cellphones and speakers, Math teachers needs books for children. GS Mwendo

- Repair cables which are not working. G S Rusasa
- More training on use of L3 materials. G S Ntarabana
- They have received less students' book, replace damaged Speakers. E P Mutandi EAR
- We want to be trained well because mentor is not supporting them well. G S Kinyababa
- The school has not given cellphones and speakers to teachers; he needs cellphones to be used in class. G S Kitabura
- 7 P2 teachers and have received 1 Teachers guide for each subject. GS Nyinawimana
- I do not have L3 audio materials but it happens that i lend some materials from my colleagues who are not using them; I wish mentors should not train us but being trained by the direct technicians and increase the number of training; Shortage of L3 materials; New teachers are not trained on L3 materials; Only bright students can follow the audio lesson. EP Munazi
- Some cables connecting phones and speakers are difficult to manipulate and are not yet replaced. GS Dihiro
- I am new in teaching P2, I need trainings on the use of L3 materials.GS UMUBANO I
- We need more training on L3.EP MBUGA
- To organise a specific training on l3 materials, not by the mentor.GS Gitwa B
- I have never been trained on how to use phone in teaching. Munyegera EP
- We need mentors to come and give us a model lesson while using L3 materials. We need more training on the use of L3 materials. EP TUMBA
- Technology materials that we may continue using such materials..EP NYANZA
- L3 program is nice and it helps students to like reading and students like the stories which are in the read aloud books. Students are also enjoying the the audio lessons. we are facing programs of technology materials which are been damaged and we don't have a way of replacing them.BURAMIRA"
- We need a staff to repair damaged materials at district level. EP KIBANGU"
- We need students' books in Mathematics. GS NKUBI
- Telephones are very few. Sharing them is almost impossible. 4 or 5 teachers are sharing a phone. If can give us more phones, the program will be successful. EP Muhima
- I am new in P2 and in lower primary. I started teaching Math in P2 only during this term. I am still learning how to use these materials. The teacher guide is well prepared and easy to use but the phone is complex and not easy to use. I used it few times it was difficult. Because the SBM do not support or train us I gave up. Now I understood the basic I will start using it from tomorrow. I will also start asking for help from other teachers who are confident in this program. GS Kacyiru
- We need more phones and speakers and we need them to be repaired. EP RUSHOKA
- No phone chargers provided. G.S. KIBUNGO A"
- L3 materials have functioning issues. There should be sustainable measures by L3 to address them. G.S KIBUNGO A

Math P3

Appreciation

- Our mentor really helps us on the use of L3 materials and other teaching methodology.GS KORA CATHOLIQUE
- L3 materials are nice and they are helping students to learn happily. BUSHOGO II"

- The program is very good. It has improved students' skills in math. Students like learning through audio so much. Their thinking and problem solving skills have improved with the introduction of headline stories. Our mentor helps us so much. She gives common and individual trainings, she supports us during the lessons, she helps us making teaching materials. We have no problem about the quality of training she gives us. GS CYAHAFI

Challenges

- Teacher need to be trained by Mentor and increase of materials. E P Ruli
- Replace cables which are not working and repair speakers. G S Mwendo
- She needs to be trained on use of L3 materials; she does not have cellphone and speaker to be used in delivering Math subject. EP Mutandi EAR
- It would be better if the materials distributed are equal to the number of teachers who use them. Two day training on using L3 materials is not enough because we don't have a mentor. EP MBAZI
- Each teacher would have her own materials because sharing them disturbs teachers in teaching. Charging the technology materials is a big challenge because we haven't electricity so we need electricity. EP SANZU
- The phone I have been using is broken. I have to borrow from my colleagues and that is not easy because they also need to teach audio lesson. If you can remind the HT to have it repaired, I will be very happy. We also need students' books to use in our lessons and for children to practice at home. EP Kibagabaga
- L3 materials are not enough; when teachers shift from upper primary to lower primary depending on the teacher's placement, they do not know what to do. EP Munazi
- We need more training on the use of L3 materials so that we clarify our problems in using L3 materials. GS KANOGO
- It would be better if we get students' books of Mathematics. We need more training on L3 materials. EP MUSHIRARUNGU
- To increase the duration of audio lessons so that the classroom teacher and students could follow all instructions and complete all pause activities. Ep Mbogo
- Some topics are proposed but the content is not provided. For instance in Kinyarwanda p3, the topic ""invugwakimwe"" does not have enough content to be referred to". GS Nyakayaga"
- We need reparation of cables and replacement of stolen speakers and cellphones. EP Murore
- In P3 L3 Math materials are not being used because they are in Kinyarwanda. We have been requested by the HT to teach math in English. Our mentor is a Kenyan; she does not understand the materials in Kinyarwanda. She trains us on English only. EP Kacyiru
- This program is good but it is in Kinyarwanda. I do not use Math materials a lot because we got instructions from the district that we have to teach all subjects in English from P3. I only use them during my lesson preparation. I wish that they could be in English because in P1 and P2 they are very helpful. Here I reminded the teacher that she is making a mistake because she is supposed to teach Math in Kinyarwanda but for her that is not her problem because she is only doing what she was asked to do by the HT and the District. I will talk with the HT, SEO and DEO about this. EP Gahanga 2
- My wish is to have the audio and print materials in English because I teach math in English. I think it can be helpful as it is making a big impact in Kinyarwanda and English. GS Camp

SUMMARY

535 subject-teachers were interviewed during monitoring visits and the majority use L3 TLMs in teaching students. 46% of the teachers have attended L3 training and 62% of the teachers in schools with mentors were trained by their respective mentors. The majority of teachers use L3 technology 2 to 4 times a week in teaching students. A big number of teachers requested more trainings on L3 program, raised the issue of damaged and stolen materials in schools, shortage of materials, some SBMS not training well teachers, audio lessons in large classes. They appreciated also L3 program as it is improving listening, speaking and writing skills for learners, students are enthusiastic about the program, L3 program helps teachers to prepare their lessons and improve teaching methodology, audio and non-audio lessons, L3 TLMs and SBMs' everyday support to teachers.

The subject teacher monitoring results will be used by L3 management team and shared with key stakeholders to inform them on the progress of implementation of L3 program in Rwandan schools, especially by teachers. The data collected will also be crosschecked other reported data by SBMs, partners as well as other monitoring channels.

Way Forward

For the way forward, L3 M&E will discuss with the implementation team and propose the following actions points:

Through District Education meeting, L3 implementation will share with head teachers, Sector and District Education Officers the progress observed and general overview of L3 implementation.

The guidelines for using L3 technologies and the role of schools in sustaining L3 materials will be discussed. In addition, L3 M&E and implementation will share with Senior and Schools Based Mentors their performance of quarter three and set strategies for improving the support which they are rendering to schools.

Annex 1. Grade Monitoring Form

| Question ID | Question | Answer |
|-------------|-------------------------------------|--|
| 1 | a. Observer's name Izina ry'Usuzuma | |
| 2 | b. Date of Assessment Itariki | |
| 3 | c. Province | East Kigali City North South West |
| 4 | d. School District | Bugesera Burera Gakenke Gasabo Gatsibo Gicumbi Gisagara Huye Kamonyi Karongi Kayonza Kicukiro Kirehe Muhanga Musanze Ngoma Ngororero Nyabihu Nyagatare Nyamagabe Nyamasheke Nyanza Nyarugenge Nyaruguru |

| | | |
|----|--|--|
| | | Rubavu Ruhango Rulindo Rusizi Rutsiro Rwamagana |
| 5 | e. School name | Other (specify) |
| 6 | 1. What grade are you teaching? Ni uwuhe mwaka wigishamo? | P1 P2 P3 |
| 7 | 2. What subject are you teaching in this grade? Ni ayahe masomo wigisha muri uwo mwaka? | Kinyarwanda Math English |
| 8 | 3. What is your name? Amazina yawe ni ayahe? | |
| | <i>Family Name Izina ry'umuryango</i> | |
| | <i>Other Names Andi mazina</i> | |
| 9 | 4. What is your gender? Igitsina | Male (Gabo) Female (Gore) |
| 10 | 5. Do you use L3 Teaching and Learning Materials while teaching this subject(s) with this grade? Waba ujya wifashisha imfashanyigisho za L3 mu kwigisha isomo wigisha? | Yes (Yego) No (Oya) |
| 11 | 6. In which term are you currently teaching? Ni ikihe gihembwe ugezeho wigisha? | Term 1 Term 2 Term 3 |
| 12 | 7. What is the week number of the curriculum you are currently teaching? Ni icyumweru cyakangahe ugezeho wigisha? | |
| 13 | 8. What is the lesson number of the curriculum you are currently teaching? Ni isomo rya kangahe ugezeho wigisha? | |
| 14 | 9. Have you attended L3 training? | Yes (Yego) |

| | | |
|----|---|--|
| | Wigeze ujya mu mahugurwa ya L3? | No (Oya) |
| 15 | 10. Have you attended a training by your school-based mentor? Wigeze uhugurwa na school based mentor w'ikigo cy'amashuri cyawe? | Yes (Yego) No (Oya) Our school does not have a mentor (ikigo cy'amashuri cyacu nta school based mentor kigira) |
| 16 | 11. Did you receive technology from L3? Ni ibihe ibikoresha by'ikoranabuhanga bya L3 mwakiriye? | Yes, cell phone with SD card (Yego twakiriye telephone) Yes, speakers (Yego, indangururamajwi) No (Oya) |
| 17 | 12. If you said yes in the previous question, how often do you use this technology in teaching students in this subject? Niba warakiriye ibikoresho by'ikoranabuhanga, ni inshuro zingahe ujya ubikoresha iyo wigisha abanyeshuri iri somo? | Every day (buri muni) 2-4 times a week (kabiri-kane mu cyumweru) Once a week (rimwe mu cyumweru) More rarely than once a week (Gacye muni ya rimwe mu cyumweru) Never (Nta na rimwe) |
| 18 | 12b. If never, why? Niba nta narimwe ni kubera iki? | |
| 19 | 13. Do you have any comments about L3 materials, training, or school-based mentors? Haba hari igitekerezo cyangwa icyivuzo watanga ku bikoresho bya L3, ku mahugurwa cyangwa kuri gahunda y'aba school based mentor? | |
| 20 | Data entered by | |
| 21 | Thank you for entering this data! | real monitoring data practice/training data Other |

L3 Schools Monitoring

Summary Report



Quarter 3 FY15

EDC-L3

Monitoring and Evaluation Department

July 2015

List of Acronyms

| | |
|--------------|-----------------------------------|
| CWR: | Concern Worldwide- Rwanda |
| EDC: | EDUCATION DEVELOPMENT CENTER. INC |
| FY: | FISCAL YEAR |
| PTA: | PARENT TEACHER ASSOCIATION |
| PTC: | PARENT TEACHER COMMITTEE |
| SBMs: | SCHOOL BASED MENTORS |
| TLMs: | TEACHING AND LEARNING MATERIALS |

INTRODUCTION

L3 staff conducted monitoring visits to schools and collected monitoring data from 179 schools in the third quarter of the fiscal year 2015 and the second year of national implementation of L3 program. The data were collected by L3 provincial coordinator and M&E team. The purpose of school monitoring is to collect data on the implementation of L3 initiative, to inform L3 management team and key stakeholders with up-to-date information about the progress of L3-related activities and be used to adjust and improve L3 delivery.

The data were collected electronically, using tablets with SurveyToGo software in which the school monitoring questionnaire (annex 1) was programmed. This report summarizes the school monitoring results, mainly on the following aspects:

- School PTA/PTC
- Teacher motivation initiatives
- Literacy and equity in education initiatives
- School Based Mentor and teachers training
- Other specific features observed at schools which influence teaching and learning practices



Students with their daily readers

The majority of data were collected in northern province (27.4%), followed by southern and western provinces with 25.1%, Eastern province with 12.8% and Kigali city with 9.5%. Table 1 below shows the distribution of monitored schools per province.

Table 1. Distribution of schools monitored/Province

| Province | Schools monitored | Percent |
|--------------|-------------------|--------------|
| Eastern | 23 | 12.8 |
| Kigali City | 17 | 9.5 |
| Northern | 49 | 27.4 |
| Southern | 45 | 25.1 |
| Western | 45 | 25.1 |
| Total | 179 | 100.0 |

Table 2 below shows that for Q2 and Q3 combined, a total of 232 schools have been monitored so far by L3 staff. During the term one of the school year 2015, 53 schools were visited.

Table 2. Schools monitoring progress per province (Q2+Q3)

| Province | Schools | Percent |
|--------------|------------|-------------|
| East | 34 | 15% |
| Kigali City | 29 | 13% |
| North | 58 | 25% |
| South | 61 | 26% |
| West | 50 | 22% |
| Total | 232 | 100% |

Table 3. Schools monitoring progress per district (Q2+Q3)

| District | Frequency | Percent |
|----------|-----------|---------|
| Bugesera | 5 | 2% |
| Burera | 6 | 3% |
| Gakenke | 10 | 4% |
| Gasabo | 10 | 4% |
| Gatsibo | 8 | 3% |
| Gicumbi | 13 | 6% |
| Gisagara | 16 | 7% |
| Huye | 9 | 4% |
| Kamonyi | 2 | 1% |
| Karongi | 19 | 8% |
| Kayanza | 2 | 1% |

| District | Frequency | Percent |
|--------------|------------|-------------|
| Kicukiro | 10 | 4% |
| Kirehe | 4 | 2% |
| Muhanga | 2 | 1% |
| Musanze | 14 | 6% |
| Ngoma | 4 | 2% |
| Ngororero | 7 | 3% |
| Nyabihu | 11 | 5% |
| Nyagatare | 5 | 2% |
| Nyamagabe | 7 | 3% |
| Nyamasheke | 2 | 1% |
| Nyanza | 10 | 4% |
| Nyarugenge | 8 | 3% |
| Nyaruguru | 11 | 5% |
| Rubavu | 9 | 4% |
| Ruhango | 4 | 2% |
| Rulindo | 15 | 6% |
| Rusizi | 2 | 1% |
| Rutsiro | 0 | 0% |
| Rwamagana | 7 | 3% |
| Total | 232 | 100% |



Students showing their Daily Readers

PTA/PTC INFORMATION

During monitoring visits, head teachers were asked if their schools have functional PTA/PTCs and 89% of them answered yes. All PTCs monitored in Southern Province have functional PTA/PTC. Almost all PTCs in the south have been trained by CWR and 75% of PTC members trained organised trainings for other PTA members, whereas 25% did not train other members. 59% of monitored schools have PTA/PTCs action plans, 46% of all visited PTAs/PTCs; have undertaken different initiatives to support teacher motivation and 39% have undertaken initiatives to support literacy and equity in education. Tables 4 and 5 show the results.

Table 4. PTA/PTC Information

| Rubric | Count | Province | | | | | Total | % |
|---|-------|----------|-------------|-------|-------|------|-------|-----|
| | | East | Kigali City | North | South | West | | |
| Does the school have a PTA/PTC? | Yes | 23 | 17 | 30 | 45 | 44 | 159 | 89% |
| | No | 0 | 0 | 19 | 0 | 1 | 20 | 11% |
| Has the PTA been trained by Concern Worldwide? | Yes | 2 | 1 | 1 | 44 | 5 | 53 | 33% |
| | No | 21 | 16 | 29 | 1 | 40 | 107 | 67% |
| Did the PTC members train other PTA/PTC members? | Yes | 1 | 1 | 0 | 33 | 8 | 43 | 72% |
| | No | 1 | 0 | 1 | 11 | 4 | 17 | 28% |
| Does the PTA/PTC have an action plan? | Yes | 13 | 2 | 7 | 39 | 33 | 94 | 59% |
| | No | 10 | 15 | 23 | 6 | 12 | 66 | 41% |
| Has the PTC/PTA undertaken initiatives to support teacher motivation? | Yes | 12 | 3 | 0 | 42 | 16 | 73 | 46% |
| | No | 11 | 14 | 30 | 3 | 29 | 87 | 54% |
| Has the PTC/PTA undertaken initiatives to support literacy and equity in education? | Yes | 8 | 1 | 1 | 40 | 12 | 62 | 39% |
| | No | 15 | 16 | 29 | 5 | 33 | 98 | 61% |

Table 5. Sample of PTCs' Initiatives

| Teacher Motivation Initiatives |
|--|
| <ul style="list-style-type: none"> ○ Banana and pineapple plantation and cow livestock. EP Mbogo ○ Buying the materials teachers need while teaching, rewarding the most performing teachers. GS NYAMAGANA ○ Each term, teachers receive a financial bonus. EP HILTOP ○ Provision of lunch to all teachers, and reward the most performing teachers each year. EP GAHOGO ○ Giving free tea break and lunch for teachers, giving bonus to teachers, giving cows to each teacher progressively. GS BYIMANA ○ Giving half free lunch to teachers who can't go home at noon, rewarding the most performing teacher each year. EP Sanzu |

- Provision of livestock to all teachers (goats). EP Muyange
- Organizing study travels at the end of the year, rewarding the most performing teachers and tea break for teachers. EP NYARUSHISHI
- Rewarding the most performing teachers and giving to teachers all necessary materials to use in teaching. EP RUNGA
- Rewarding the most performing teachers at the end of the year. Teachers have an association in which they borrow money. EP GASAKA
- Rewarding the most performing teachers, giving half free lunch to teachers, organize study visits at the end of the year. GS NKUBI
- Rewarding the most performing teachers, meeting teachers regularly. EP MUKOMACARA
- Small livestock of rabbits. EP Munyegera
- Support teachers in contributing for their lunch at school then, PTA supports teachers association for land cultivation. RWIMPIRI PS
- Teachers are gathered in small groups for income generating and supported by patents for their savings. GS Kiyanzi
- Teachers are provided with the perdiem from the PTA. GS Gahurire
- Teachers' mutual fund, lunch and tea break for teachers and agriculture project for teachers and PTC members. EP SAHERA
- Teachers' mutual funds. EP RWAMIKO

Literacy and Equity in Education Initiatives

- Building a library for the school, help girl students providing them sanitation materials to use. EP KAVUMU ADVENTISTE
- Distributing reading books to learners, organizing reading competition and rewarding good readers. EP Tamba
- Encourage students to read by giving them books to read; tracking students who left the school and bring them to school. RUHANGO ADEPR
- Encouraging parents to help students in reading, writing and numeracy, organizing reading competitions and rewards. GS KAGANZA
- Encouraging students buy Hobe newspaper, organizing reading competition and rewarding the good readers, giving sanitation materials to girls. EP KAGEYO
- Encouraging the parents of students in lower primary to encourage their children to read their daily readers and to cover them. EP GASAKA
- Establishing a school library and buying reading materials, training teachers on gender, promoting girls' education. GS NYAMAGANA
- Establishing reading club. EP MUSHIRARUNGU
- Organizing reading competition, identifying children with barriers and helping them morally and in materials. GS Kabgayi B
- Reading competitions are organized at each level and winners are rewarded.

GS GASAGARA

- Sensitize parents to read for their children and ask them questions on the story read, encourage students to read. GS NDORA

SCHOOL-BASED MENTOR INFORMATION

64% of monitored schools have a school base mentor and 93% of the schools with mentors confirmed that their SBMs organize trainings on the use of L3 materials in their respective schools. 52% of the schools confirmed that their SBMs use video modules to train teachers. The results are displayed in the table 6 below.

Table 6. SBM information

| Rubric | Count | Province | | | | | Total | % |
|---|-------|----------|-------------|-------|-------|------|-------|-----|
| | | East | Kigali City | North | South | West | | |
| Does the School have a Mentor? | Yes | 19 | 13 | 25 | 24 | 34 | 115 | 64% |
| | No | 4 | 4 | 24 | 21 | 11 | 64 | 36% |
| Does the Mentor train the teachers/HT on the use of L3 materials? | Yes | 18 | 10 | 25 | 22 | 32 | 107 | 93% |
| | No | 1 | 3 | 0 | 2 | 2 | 8 | 7% |
| Does the SBM use videos modules to train teachers? | Yes | 12 | 6 | 8 | 19 | 15 | 60 | 52% |
| | No | 7 | 7 | 17 | 5 | 19 | 55 | 48% |

OTHER MONITORING ASPECTS

Asked if there appears in school compound or in classes the expected behaviors from students about the school attendance, results in table 7 show that 65% said yes, 35% said no. 91% of interviewed head teachers monitor the reading progress of students in the school. 63% of the schools visited have records of children with learning barriers and 78% have in place some remedial measures to support those children.

Table 7. Other aspects affecting TL practices

| Rubric | Count | Province | | | | | Total | % |
|--|-------|----------|-------------|-------|-------|------|-------|-----|
| | | East | Kigali City | North | South | West | | |
| Do there appear in school compound or in classes the expected behaviors from students about the school attendance? | Yes | 20 | 11 | 45 | 26 | 31 | 133 | 65% |
| | No | 7 | 8 | 9 | 35 | 14 | 73 | 35% |
| Do you monitor the reading progress of students in the school? | Yes | 25 | 17 | 48 | 57 | 41 | 188 | 91% |
| | No | 2 | 2 | 6 | 4 | 4 | 18 | 9% |
| Are there records of children with learning barriers? | Yes | 17 | 9 | 26 | 44 | 33 | 129 | 63% |
| | No | 10 | 10 | 28 | 17 | 12 | 77 | 37% |
| If yes, are there some remedial measures to | Yes | 15 | 6 | 20 | 36 | 26 | 103 | 78% |

| | | | | | | | | |
|--|-----|----|----|----|----|----|-----|-----|
| support children with learning barriers? | No | 2 | 3 | 6 | 8 | 10 | 29 | 22% |
| Does the school have a library? | Yes | 16 | 17 | 16 | 26 | 14 | 89 | 43% |
| | No | 11 | 2 | 38 | 35 | 31 | 117 | 57% |



School Library & Compound

OTHER FEATURES INFLUENCING TEACHING AND LEARNING PRACTICES

Other specific features which influence teaching and learning practices observed at schools are summarized in the table 8 below.

Table 8. Other features observed

| School name | Observation |
|-------------|--|
| NYARUBUYE | The school is located in a safe learning environment and it is not far from the center where most of the teachers and students live, for this reason , they don't travel long distances and the school has playground for children to play and experienced teachers, however, p3 readers were not yet given to students until I reach the school and recommend that readers are supposed to be given to students |
| NYAMAREBE | This school has a good teaching learning environment with excited and motivated teachers , the school infrastructures is new , with playgrounds however the school did not receive enough student readers for P2 Kinyarwanda T 2 , they only received 5 over 95 |
| E P RUNGU | In this school head teacher has damaged 3 S D cards and he has not replace them, |

| School name | Observation |
|----------------------|---|
| | he has not supported teacher in charging cellphones so that they don't use cellphones and speakers in teaching process |
| KANUNGA | Kanunga primary school is located in an isolated area where students and teachers travel for long distances, they come late to school and most of the time in the afternoon they don't study, school buildings are very much old, when it rains , rain waters reach children and teachers in class, the school doesn't have play grounds and it is almost inaccessible |
| E P Karuganda | The school is not using technology materials because only two batteries of speaker work |
| G.S. GAHAMA | The school solar panel was stolen. Thought the watcher man was condemned to buy it back; it is not easy to find it. So L3 is not well operational. |
| EP KAVUMU CATHOLIQUE | The teachers are trained in English by a mentor. The provision of books is also an advantage. But the mentor no longer comes to school since term two. |
| NYABIKENKE | Nyabikenke Primary school is located in a conducive teaching learning environment, with playground where children play and new infrastructures , however , the cellphones that the school received are not working due to cables only 1over 5 is working, the school received all the materials provided by EDC L3 but when o reached the school, the school administrators did not find the deliver forms |
| KARONGI A | Karongi primary school is functioning in old buildings , with limited rooms and a lot of children in a room, this is the reason why the children have difficulties in seating down and doing any activity in class |
| GACACA | This school has received the materials provided by L3 , but the cellphones received always interfere with audio programme due to cables |
| EP TUMBA | The head teacher makes a daily follow up on teaching -learning practices, calls regular meetings with parents and this influences teaching -learning. However, some students are experiencing family problems which impedes on their leaning. The teachers also need to improve their level in English so that they may teach well. Additionally, the school must give the daily readers to students to take them home so that they may be familiar with reading. |
| G S Kiruhura | The school head teacher is not following teachers so that he is keeping cellphones and speakers, P1 and P3 English and Kinyarwanda books are still packed in boxes. They are not used by Children |
| EP NYANZA | The school has one laptop per child and it enhances learning. However, the technology materials were damaged, 5 speakers out 6 were damaged. The school was advised to repair them. |
| GS LIBA | The school's mentor helps teachers in English and in the use of L3; however two phones and two speakers were stolen. The head teacher is planning to buy others. |
| GS Kabuye | This is a very organized school. It is government aided school. The owner is catholic church. The HT is very organized, the teacher are motivated. The classroom are |

| School name | Observation |
|---------------|---|
| | decorated with print materials, the students are good in reading. The PTC is very strong! The school does not have a mentor but the DOS is just good and always helps and support teachers. |
| EP Mutete | school is not using cellphones and speakers because cabled are not working |
| EP Migeshi | Teachers are not using cellphones and speakers, because head teacher has not replaced batteries which are not working |
| EP Kibagabaga | The school is new. The buildings are not yet finished. The Ht does not have a office. He works from the staff room. It is also where they keep books in the boxes. |
| EP KIBANGU | The PTC helps the school to mobilize the parents on the importance of the school, yet among the obstacles of teaching -learning practices there are the damaged technology materials, insufficient number of materials, not having a mentor. |
| EP RWAMIKO | The students' attendance is generally good and the school performs well in national exam. However to be able to use well L3 materials the school needs to repair the damaged materials (two phones,2 speakers) and replace the stolen Sd cards(2). |
| EP Kacyiru 1 | This school is good with well-maintained infrastructures, a good library and an organized HT. The students are performing well in class and the teachers are confident enough. However, they chose to teach Math in English in P3. Our Math materials are not being used. On this, the HT informed that this is a common practice in Kigali City and that she got the information from the DEO. On this I reminded her that the National policy is to teach all subjects including Math in Kinyarwanda. I asked her to start teaching it in Kinyarwanda but I will also ask the SEO to follow up on this issue. The SBM at this school is not regular. She might even spend a month without coming to work. I reminded the HT that she should always report to REB and to DEO/SEO and Senior mentor for a proper follow up. |
| GS Cyahafi | The HT could not locate the file containing the PODs of the received books. I put zeros to be able to continue. I reminded the HT that he has to archive his files properly to be able to access them at any time when they are needed. The teachers from this school are implementing well the L3 program. They really know how to use the materials print and audio. P1 students are good readers in Kinyarwanda. The 2 teachers I observed did a very good job. I learnt the SBM support them a lot. She is really a good example of a mentor. You can see her weekly plan in the staff room and in the HT's office. All the teachers are happy with her. She organizes collective and individual training. Because of her, in the classrooms there are charts, flash cards, and so on. |
| EP Muhima | This school is too big. It has 25 teachers in P1 to P3. The total number of students is 3183. The teachers in P1 and P2 implement L3 program very well. Teachers are happy with the program, students are really performing well. However, P3 teachers need to be supported in all the subjects because many of them do not follow instructions in the guide. The readers are covered, students in P1 and P2 are very good readers in Kinyarwanda. The phones are very few. The only have 7 phones that have to be shared among 25 teachers. |

| School name | Observation |
|--------------|---|
| G S Burehe | School has not repaired cables damaged |
| EP EP SAHERA | The school has a mentor who helps teachers in English and in Methodology. There are many lesson plan formats, vocabulary lists in teachers' room |
| GS Kacyiru 2 | <p>It is a nice school, on the main road, near MINEDUC and the district office. The HT is very committed and organized. The challenges they have are the -following:</p> <ul style="list-style-type: none"> -The SBM assigned to this school does not come regularly. She does not train teachers. For example the last time she came to work was during the first week of the second term. (The HT informed that he reported this to (through the senior mentor) REB many times but till now nothing is being done. He decided to train teachers himself) -They are confused about how to match the scheme of work received from the District with L3 materials. (I informed them that they have to refer to the scheme of work from L3 materials, and that I will make a follow up with the DEO and REB about this) -They teach Math in English in P3. Our Math P3 materials are not used because they are in Kinyarwanda. I reminded them that the National policy is to teach all subjects in Kinyarwanda from P1 to P3. <p>After the visit I will call the SEO and request him to make a follow up on all these issues.</p> |
| GS Kanyinya | <p>This school does not use L3 materials. I did not observe any lesson; I just conducted a kind of training and problem solving session. The HT is new, they have no mentor. They used to have one but he left at the beginning of term 2. The P3 books are not yet distributed to teachers and students. The HT couldn't locate the file regarding the materials received. I had to call our logistic coordinator and find out because they were telling me that they did not receive any read aloud book for P2. The logistics coordinator sent to me the numbers of received books in P1 and P2 and the document she sent was confirming that they did not receive that book. I promised to make a follow up and see if I can get at least one copy for them. About the materials received in P3 I put zeros because the data was not available at school and it was not among what the logistics coordinator sent to me. Otherwise, the school is a child friendly school supported by UNICEF. The HT and the teachers promised to start teaching using L3 materials efficiently. As Kanyinya sector does not have a SEO, I will call the staff in charge of Social affairs and ask her/him to make regular follow up on the use of L3 materials at this particular school.</p> |
| EP Gahanga 2 | <p>This school is very well organized. The HT is active. He likes L3 materials especially audio lessons. He said that the audio lessons especially for Kinyarwanda and English helped them to reduce the repetition rate in p1. The school is clean, the classrooms are clean. Each class has a dustbin. On the walls outside of the classes there are different drawings and messages on reading, science, children's right; protection of environment ... The issue on this school is that they teach Math in English in P3. Therefore, L3 Math print and audio materials are not being used efficiently. Teachers only use them while preparing their lessons. The HT informed that this is being that in all the schools in Kicukiro. I reminded him that what they are doing is</p> |

| School name | Observation |
|--------------|---|
| | not right as they are supposed to teach math in Kinyarwanda in P3. I will also make a follow up with the SEO and the DEO. |
| GS Gahanga 1 | This school is disorganized. The HT is not strong in management. Some teachers do not use L3 materials others are following the district curriculum while others teach using L3 materials. The teachers told me that the students' books are not enough and yet in the library there are boxes full of unused students' books. He really has to improve. |
| EP RUSHOKA | Some materials were broken, stolen or lost and it is affecting the teaching -learning process: 2 speakers among 6 received and one phone are kept at the head teacher 'home, one phone is kept by the teacher of P6, one phone lost by the teacher; six batteries and six connector cables of speakers are not working. The students of P2 have not yet received the daily readers of English. |
| GS Nyanza | P 3 PODs were not available. The Head teacher couldn't find them. So I put zeros to be able to continue and I advised her to start doing archiving properly. The SBM assigned to this school did not come back from when MINEDC asked them to do their degree equivalence. This whole term they did not see him. This school also teaches Math in English in P3. This problem is common in many of the schools in Kigali City. The decision about these needs to be taken a high level as I always report this to the SEO, DEOs, inspectors but it seems like nothing is being changed. |

SUMMARY

89% of all schools monitored during the 4th quarter of FY15 have functional PTAs/PTCs, but 59% of them do have action plans. Only 46% and 39% of them have undertaken initiatives to support teacher motivation and literacy and equity in education respectively, by rewarding the best performing teachers, providing free lunch to teachers, organising reading competitions and mobilizing parents and establishing libraries to schools. 64% of the visited schools have an SBM and half of them use video modules while training teachers. 91% of all head teachers interviewed affirmed monitoring reading progress of the students in the school and 43% have a library.

The school monitoring results will be used by L3 management team and shared with key stakeholders to inform them on the progress of implementation of L3 program in schools. The date collected will also be crosschecked with the materials distribution reports, reports provided by SBMs through DataWinners SMS reporting system on the schools they support and other reports submitted L3 partners to verify the reported figures/information.

Annex 1. L3-School Form 2015

| Question ID | Question | Answer |
|-------------|--|---|
| 1 | a. L3 staff/observer's name Izina ry'Umukozi wa L3 | Albert Chantal Claude Clovis Dieudonne Francoise Robert Placide Other |
| 2 | b. Date of monitoring visit Itariki y'isuzuma | |
| 3 | c. Province | East Kigali City North South West |
| 4 | d. School District | Bugesera Burera Gakenke Gasabo Gatsibo Gicumbi Gisagara Huye Kamonyi Karongi Kayonza Kicukiro Kirehe Muhanga |

| | | |
|---|----------------|---|
| | | Musanze Ngoma Ngororero Nyabihu Nyagatare Nyamagabe Nyamasheke Nyanza Nyarugenge Nyaruguru Rubavu Ruhango Rulindo Rusizi Rutsiro Rwamagana |
| 5 | e. School name | BIRINGAGA in Southern BUKOMERO in Southern BWERANKOLI in Kigali CYAMATARE in Western CYIBUMBA in Northern CYIVUGIZA in Kigali GAKOMEYE in Eastern GASASA in Southern GASEKE in Eastern GASEKE in Northern GASHIKIRI in Southern GASHWATI in Southern GASURA in Western GATABA in Western GATARE in Southern GATOVU in Western GIHANDE in Northern |

| | | |
|--|--|--|
| | | GITAMBI in Western GITUZA in Southern KABARONDO A in Eastern KABEZA GS in Eastern KANYINYA GS in Kigali KAREBA in Western KATABAGEMU GS in Eastern KAVUMU MUSL. in Southern KIBAYA in Eastern KIMIRONKO II in Kigali KIMISANGE in Kigali KIRAMURUZI in Eastern KIRUHURA in Northern KIRWA CATHOLIQUE in Southern KITAZIGURWA GS in Eastern MPARA in Western MUHAMBARA in Southern MUHEMBE in Southern MUSHONGI in Southern MUSHUBATI in Western MUTURA in Western MWENDO (M) in Southern NEMBA I in Northern NKAMA in Western NTURA CATHOLIQUE in Western NYABIGOMA A in Western NYAKABUYE in Southern NYAKARAMBI in Eastern NYAMIYAGA in Eastern NYAMUGALI in Eastern NYANZA in Northern NYARUBUYE CATH. in Eastern NYARUBUYE in Northern |
|--|--|--|

| | | |
|---|---|---|
| | | NYARUHENGURI in Southern RUGOMA GS in Eastern RUKAMBURA in Southern RWANKUBA in Kigali RWINTARE in Western RWISIRABO GS in Eastern SHENGAMPURI in Northern SHINGIRO GS in Northern SHYORONGI GS in Northern UMUCYO in Western Other (specify) |
| 6 | f. Name of Head Teacher | |
| 7 | g. Phone No | |
| 8 | 1.1 Did the school receive from L3 the following (indicate quantity of each): Ishuri muyobora ryabonye ibitabo bivuye muri L3 (Andika umubare): | |
| | <i>P1 Kinyarwanda guide (Imfashanyigisho Kinyarwanda P1)</i> | |
| | <i>P1 Kinyarwanda Read aloud (Igitabo cy'inkuru P1 Kinyarwanda)</i> | |
| | <i>P1 English guide (Imfashanyigisho P1 icyongereza)</i> | |
| | <i>P1 Math guide (Imfashanyigisho P1 Imibare)</i> | |
| | <i>Term 1 P1 Kinyarwanda Reader (Igitabo cy'umunyeshuri P1 Kinyarwanda)</i> | |
| | <i>Term 2 P1 Kinyarwanda Reader (Igitabo cy'umunyeshuri P1 Kinyarwanda)</i> | |
| | <i>Term 3 P1 Kinyarwanda Reader (Igitabo cy'umunyeshuri P1 Kinyarwanda)</i> | |
| | <i>P1 English reader (Igitabo cy'umunyeshuri P1 icyongereza)</i> | |

| | | |
|----|---|--|
| 9 | 1.1 Did the school receive from L3 the following (indicate quantity of each): Ishuri muyobora ryabonye ibitabo bivuye muri L3 (Andika umubare): | |
| | <i>P2 Kinyarwanda guide (Imfashanyigisho Kinyarwanda P2)</i> | |
| | <i>P2 Kinyarwanda Read aloud (Igitabo cy'inkuru P2 Kinyarwanda)</i> | |
| | <i>P2 English guide (Imfashanyigisho P2 icyongereza)</i> | |
| | <i>P2 Math guide (Imfashanyigisho P2 Imibare)</i> | |
| | <i>Term 1 P2 Kinyarwanda Reader (Igitabo cy'umunyeshuri P2 Kinyarwanda)</i> | |
| | <i>Term 2 P2 Kinyarwanda Reader (Igitabo cy'umunyeshuri P2 Kinyarwanda)</i> | |
| | <i>Term 3 P2 Kinyarwanda Reader (Igitabo cy'umunyeshuri P2 Kinyarwanda)</i> | |
| | <i>Term 1 P2 English reader (Igitabo cy'umunyeshuri P2 icyongereza)</i> | |
| | <i>Term 2 P2 English reader (Igitabo cy'umunyeshuri P2 icyongereza)</i> | |
| | <i>Term 3 P2 English reader (Igitabo cy'umunyeshuri P2 icyongereza)</i> | |
| 10 | 1.1 Did the school receive from L3 the following (indicate quantity of each): Ishuri muyobora ryabonye ibitabo bivuye muri L3 (Andika umubare): | |
| | <i>P3 Kinyarwanda guide (Imfashanyigisho Kinyarwanda P3)</i> | |
| | <i>P3 Kinyarwanda Read aloud (Igitabo cy'inkuru P3 Kinyarwanda)</i> | |
| | <i>P3 English guide (Imfashanyigisho P3 icyongereza)</i> | |
| | <i>P3 English Read Aloud (Igitabo</i> | |

| | | |
|----|--|---|
| | <i>cy'inkuru P3 English)</i> | |
| | <i>P3 Math Guide</i> | |
| | <i>P3 Kinya Daily Reader</i> | |
| | <i>P3 English Daily Reader</i> | |
| 11 | 1.1 Did the school receive from L3 the following (indicate quantity of each): Ishuri muyobora ryabonye ibitabo bivuye muri L3 (Andika umubare): | |
| | <i>Solar Panel (Icyuma gitanga amashanyarazi)</i> | |
| | <i>Cellphones (telephone)</i> | |
| | <i>Speakers (indangururamajwi)</i> | |
| | <i>SD cards (memori kadi)</i> | |
| 12 | 2.1 Does the school have a PTA/PTC? Mwabamugira PTA/PTC ikora? | Yes (Yego) No (Oya) |
| 13 | 2.2 Has the PTA been trained by Concern Worldwide? Niba ihari yaba yarahuguwe na Concern Worldwide? | Yes (Yego) No (Oya) |
| 14 | 2.3 How many PTA/PTC members attended the training? Ni bangahe bitabiriye amahugurwa? | Don't know |
| 15 | 2.4 Did the PTC members (who attended the training facilitated by Concern) train other PTA/PTC members? Abitabiriye amahugurwa (yateguwe na ConcernWoldwide) bahuguye abandi bagize PTA/PTC? | Yes (Yego) No (Oya) |
| 16 | 2.5 Does the PTA/PTC have an action plan? PTA/PTC ifite iteganyabikorwa? | Yes (Yego) No (Oya) |
| 17 | 2.6 Has the PTC/PTA undertaken initiatives to support teacher motivation; literacy and equity in education? PTA/PTC yaba yaratangije gahunda zafasha mwarimu gukora umurimo we awishimiye? | Yes (Please specify how) (Yego(Niba zihari, zivuge)) No (Oya) |
| 18 | 2.7 Has the PTC/PTA undertaken initiatives to support literacy and equity in education? PTA/PTC yaba | Yes (Please specify how) (Yego (niba zihari, zivuge)) No (Oya) |

| | | |
|----|--|------------------------|
| | yaratangije gahunda ziteza imbere umuco wo gusoma, ubudasumbana no guha abana bose amahirwe angina? | |
| 19 | 3.1 Does the School have a Mentor? Mufite mentor? | Yes (Yego) No (Oya) |
| 20 | 3.2 Does the Mentor train the teachers/head teachers on the use of L3 materials? Mentor ajya ahugura abarimu/Umuyobozi? | Yes (Yego) No (Oya) |
| 21 | 3.3 How many P3 math, English and Kinyarwanda teachers were trained this month by the school-based mentor? Ni abarimu bangahe bigisha imibare, ikinyarwanda, icyongereza bo muri P3 bahuguwe na Mentor muri uku kwezi? | |
| | <i>Number of male teachers (Umubare w' Abagabo)</i> | |
| | <i>Number of female teachers (Umubare w' Abagore)</i> | |
| 22 | 4.1 P1 Enrollment | |
| | <i>Male Students (Abanyeshuri gabo)</i> | |
| | <i>Female Students (Abanyeshuri gore)</i> | |
| | <i>Male Repeaters (Abasibire gabo)</i> | |
| | <i>Female Repeaters (Abasibire gore)</i> | |
| | <i>Drop out male students in this year (Abaretse ishuri gabo)</i> | |
| | <i>Drop out female students in this year (Abaretse ishuri gore)</i> | |
| | <i>No of Classrooms (Umubare w'ibyumba by'amashuri)</i> | |
| | <i>Shift (1=Single; 2=Double) (Isimburana)</i> | |
| 23 | 4.2 P2 Enrollment | |
| | <i>Male Students (Abanyeshuri gabo)</i> | |
| | <i>Female Students (Abanyeshuri gore)</i> | |
| | <i>Male Repeaters (Abasibire gabo)</i> | |

| | | |
|----|---|--|
| | <i>Female Repeaters (Abasibire gore)</i> | |
| | <i>Drop out male students in this year (Abaretse ishuri gabo)</i> | |
| | <i>Drop out female students in this year (Abaretse ishuri gore)</i> | |
| | <i>No of Classrooms (Umubare w'ibyumbe by'amashuri)</i> | |
| | <i>Shift (1=Single; 2=Double) (Isimburana)</i> | |
| 24 | 4.3 P3 Enrollment | |
| | <i>Male Students (Abanyeshuri gabo)</i> | |
| | <i>Female Students (Abanyeshuri gore)</i> | |
| | <i>Male Repeaters (Abasibire gabo)</i> | |
| | <i>Female Repeaters (Abasibire gore)</i> | |
| | <i>Drop out male students in this year (Abaretse ishuri gabo)</i> | |
| | <i>Drop out female students in this year (Abaretse ishuri gore)</i> | |
| | <i>No of Classrooms (Umubare w'ibyumbe by'amashuri)</i> | |
| | <i>Shift (1=Single; 2=Double) (Isimburana)</i> | |
| 25 | 4.4 P4 Enrollment | |
| | <i>Male Students (Abanyeshuri gabo)</i> | |
| | <i>Female Students (Abanyeshuri gore)</i> | |
| | <i>Male Repeaters (Abasibire gabo)</i> | |
| | <i>Female Repeaters (Abasibire gore)</i> | |
| | <i>Drop out male students in this year (Abaretse ishuri gabo)</i> | |
| | <i>Drop out female students in this year (Abaretse ishuri gore)</i> | |
| | <i>No of Classrooms (Umubare w'ibyumbe by'amashuri)</i> | |
| | <i>Shift (1=Single; 2=Double) (Isimburana)</i> | |
| 26 | 5.1 Number of Male Teachers | |

| | | |
|----|--|--|
| | Umubare w'abarimu gabo | |
| | <i>Kinya P1</i> | |
| | <i>Math P1</i> | |
| | <i>English P1</i> | |
| | <i>Total number of P1 male teachers* (Umubare w'abarimu bigisha P1)</i> | |
| | <i>Kinya P2</i> | |
| | <i>Math P2</i> | |
| | <i>English P2</i> | |
| | <i>Total number of P2 male teachers* (Umubare w'abarimu bigisha muri P2)</i> | |
| | <i>Kinya P3</i> | |
| | <i>Math P3</i> | |
| | <i>English P3</i> | |
| | <i>Total number of P3 male teachers* (Umubare w'abarimu bigisha muri P3)</i> | |
| | <i>TOTAL NUMBER OF P1-P3 male teachers** (Igiteranyo cya P1 –P3)</i> | |
| 27 | 5.1 Number of Female Teachers Umubare w'abarimu gore | |
| | <i>Kinya P1</i> | |
| | <i>Math P1</i> | |
| | <i>English P1</i> | |
| | <i>Total number of P1 female teachers* (Umubare w'abarimu bigisha P1)</i> | |
| | <i>Kinya P2</i> | |
| | <i>Math P2</i> | |
| | <i>English P2</i> | |
| | <i>Total number of P2 female teachers* (Umubare w'abarimu bigisha muri P2)</i> | |
| | <i>Kinya P3</i> | |
| | <i>Math P3</i> | |

| | | |
|----|--|--|
| | <i>English P3</i> | |
| | <i>Total number of P3 female teachers* (Umubare w'abarimu bigisha muri P3)</i> | |
| | <i>TOTAL NUMBER OF P1-P3 female teachers** (Igiteranyo cya P1 –P3)</i> | |
| 28 | Name(s) of P1 teacher(s) | |
| 29 | Name(s) of P2 teacher(s) | |
| 30 | Name(s) of P3 teacher(s) | |
| 31 | 6.1 Does the school have a library? (Ishuri ryanyu rifite isomero?) | Yes (Yego) No (Oya) |
| 32 | 6.2 Does your school get support from other organisation(s)? Ishuri ryanyu rihabwa inkunga nindi Miryango | Yes (Yego) No (Oya) |
| 33 | 6.3 If yes, specify: Inkunga mu biki | Teaching and learning materials Teacher training Other |
| 34 | Please take a photo at the school you are visiting. The photo can be of a classroom, of students, or of the school building. | |
| 35 | | real data training/practice data Other |

Annex 8: DQA Reports

| DQA Checklist | | | |
|--|--------------------|--------|--|
| Date(s) of Assessment: 25/6/2015 | | | |
| Intermediate Result: | | | |
| Indicator: Percent of PTAs/PTCs that undertake initiatives- to support increased teacher motivation (Outcome/Impact) | | | |
| Type of indicator: +_Standard f-indicator ___Custom indicator ___Other(explain)_____ | | | |
| Period for Which the Data Are Being Reported: | | | |
| <p>Data Quality Assessment methodology:</p> <p>The DQA was conducted between Concern staff and the assessment team whose composition is mentioned below. The first step of DQA was the visit to 4 PTC sampled from the PTCs reported to have initiated initiatives for teacher motivation.</p> <p>The second step of DQA was the discussion on how PTC with initiatives for teacher motivations are monitored and documented.</p> <p>The DQA process was guided by EDC internal DQA guide focusing on focusing on five data quality criteria including Validity, Reliability, Timelines, Integrity and Precision. The M&E team provided immediate feedback during the discussions and a draft DQA report was produced and shared with CWR staff to add additional feedback and the final report was produced.</p> | | | |
| <p>Assessment Team Members:</p> <p>BUGINGO KAMANA Dieudonne& Placide SIMBIZI (EDC/L3 M&E)</p> <p>Nathalie AZIZA (CONCERN)</p> | | | |
| DATA ACQUISITION (from PMP) | | | |
| Measurement Tool: PTC Action Plan on establishment of teacher motivation initiatives | | | |
| Data collection method: <i>Monitoring report</i> | | | |
| Data Source: <i>Records from Partners</i> | | | |
| DATA REVIEW | | | |
| | Target | Actual | Reasons for difference |
| Expected Targets/Actual for the Quarter | 75% of PTC trained | | Annual actual results are still being collected. |

| DATA QUALITY REVIEW | | | |
|---|----------|---------|--|
| | yes + | no 0 | BRIEF COMMENTS |
| VALIDITY: Data should clearly and adequately represent the intended result. | | | |
| 1. Is there a clear data collection tool (s) in place for this indicator? | + | | A monitoring check list used by Concern to assess the PTC initiatives |
| 2. Has the tool(s) been piloted? | | 0 | No pilot information about the tool was available. |
| 3. Are the people collecting data qualified/ trained and properly supervised? | + | | The data are collected by Concern Staff and trained Sector Education Officers. |
| 4. Were tools/instructions understood by those collecting and recording data? | + | | Both Concern Staff and Sector Education officers are trained using the monitoring checklist |
| 5. Were definitions in the PIRS followed? | + | | Data collected are in line with the definition provided by the Performance Indicator reference Sheet |
| 6. Were known (documented) data collection problems appropriately assessed? | + | | CWR internally verifies the data reported |
| 7. If raw data are subject to computation/ compilation, are the formulas written down and consistently applied? | | | N/A |
| 8. Are steps taken to correct known (documented) data errors? | + | | Data are verified before being reported |
| 9. Are data quality problems clearly described in quarterly and final reports? | | | Data quality is clearly described in the quarterly reports. |
| 10. Does the information collected measure what it is supposed to measure | + | | Data collected and reported on PTCs/PTAs are in line with the definition in PIRS |
| 11. Do results collected fall within a plausible range | + | | Data reported on PTC supported reflects the targets agreed in workplans and PMP |

| DATA QUALITY REVIEW | | | |
|--|----------|---------|---|
| | yes + | no 0 | BRIEF COMMENTS |
| 12. Is there reasonable assurance that the data collection methods being used do not produce systematically biased data (e.g. consistently over- or under-counting)? | + | | Data collected during the trainings are firstly reviewed by CWR Education officers and then Education manager to avoid any bias |
| RELIABILITY: Data should reflect stable and consistent data collection processes and analysis methods over time. | | | |
| 13. Is a consistent data collection process used from quarter to quarter, location to location, data source to data source? | + | | The same monitoring check list and attendance form and procedures are used in every data collection activity. |
| 14. Are data collection and analysis methods documented in writing and being used to ensure the same procedures are followed each time? | + | | The M& E Plan is in place and followed during data collection. Data are collected in regular monitoring activities |
| 15. Are there procedures in place for <u>periodic review</u> of data collection, maintenance and processing? | + | | CWR conducts periodic review of the monitoring procedures with Sector Education Officers. |
| 16. Are data collection, cleaning, analysis, reporting and quality assessment procedures documented in writing? | | | Data collection, analysis and reporting procedures are documented in monitoring and evaluation plan |
| TIMELINESS: Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision making. | | | |
| 17. Is data collected regularly and timely according to the PMP and M&E plans? | + | | Data collected and reported according to PMP and M&E timeliness |
| 18. Is data properly stored and readily available within 90 days from collection? | + | | Quarterly reports- Soft copies available and hard copies stored in the filing cabinets |
| 19. Are data available frequently enough to inform program management decisions? | + | | Data on PTC with initiatives for teacher motivation are reported regularly on quarterly |

| DATA QUALITY REVIEW | | | |
|--|----------|---------|--|
| | yes + | no 0 | BRIEF COMMENTS |
| | | | basis. |
| PRECISION: Data have a sufficient level of detail to permit management decision making; e.g. the margin of error is less than the anticipated change. | | | |
| 20. Is there a method for detecting duplicate data? | | | N/A |
| 21. Is there a method for detecting missing data? | | | N/A |
| 22. Is the data collected for all the required disaggregated (i.e. gender, grade, region, etc.)? | + | | Data collected are disaggregated by District |
| INTEGRITY: Data collected should have safeguards to minimize the risk of transcription error or data manipulation. | | | |
| 23. Are there proper safeguards in place to prevent unauthorized changes to the data? | | 0 | Anyone can access the data reported in monitoring check list. CRW response: No proper safeguards in place to prevent unauthorized changes. Anyone can access the data reported in monitoring using however each staff has an encryption code for his or her computer to prevent different accesses. |
| 24. Are mechanisms in place to prevent corruption of the data for personal, political, or professional interests? | | 0 | Mechanisms not in place CRW response: Mechanisms not in place. As said above each laptop is encrypted. Only an automatic daily back is being done to keep information. But there are no mechanisms in M&E |
| 25. Are mechanisms in place to prevent unauthorized changes to the data? | | 0 | Same as above. CRW response: No strong mechanisms in place. Only program staff or Manager can conduct a data quality check in the field as well as on the checklists., |

| DATA QUALITY REVIEW | | | |
|---|--|----------|--|
| | yes + | no 0 | BRIEF COMMENTS |
| 26. Is there independence in key data collection, management, and assessment procedures? | + | | Data are collected by CWR staff and different authorities levels are involved in data collection, and verification |
| COMPLETENESS | | | |
| 27. Are there checks in place to make sure all intended participants or relevant units are represented in the data collected? (i.e. all training participants filled out post-training surveys) | + | | N/A |
| 28. Are there plans in place for if the indicator’s actuals are not meeting the target for that timeframe? | + | | Provision of regular feed back to Sector Education Officers of the status of PTCs with teacher motivations in respective administrative areas. |
| IF NO DATA WERE AVAILABLE | | COMMENTS | |
| 29. If no recent relevant data are available for this indicator, why not? | N/A | | |
| 30. What concrete actions are now being undertaken to collect and report these data as soon as possible? | N/A | | |
| 31. When will data be reported? | N/A | | |
| SUMMARY | | COMMENTS | |
| Based on the assessment relative to the five standards, what is the overall conclusion regarding the quality of the data? (<i>poor, fair, good, excellent</i>) | Base on the above data quality standards, data reported data on this indicator are of good quality | | |
| Significance of limitations (if any): | The data reported by Sector Education Officers on PTC with initiatives for teacher motivation can be changed and reported inaccurately | | |
| Actions needed to address limitations: | There is a need for Concern to carry out internal verification to assess the quality of the data reported by Sector Education Officers on PTC with teacher motivation. | | |

EDC/L3 INITIATIVE

Data Quality Assessment Report

Indicator: Percent of PTAs/PTCs that undertake initiatives- to support increased teacher motivation (Outcome/Impact)

June 2015

Acronyms

| | |
|-----|--|
| IGA | Income Generating Activities |
| L3 | Literacy, Language and Learning Initiative |
| PTA | Parents Teacher Association |
| PTC | Parents Teacher Committee |
| M&E | Monitoring and Evaluation |

Background

Under the L3 Initiative framework, Concern Worldwide Rwanda focuses on the following deliverables in order to contribute to the achievement of the L3 expected results:

- Delivery of a package of training to enhance community support for the delivery of quality education with particular emphasis on teacher motivation,
- Enhance the culture of reading and promotion of equity in education within the community,
- Scale up of PTC/PTA support to teachers' motivation and student literacy nationwide.

Concern worldwide has been facilitating School General Assembly Committees to establish community initiatives to support teacher motivations. Up to April 2015, 105 PTCs in Gisagara, Huye, Nyamagabe and Nyaruguru Districts have been reported as PTCs which have undertaken initiatives to support teacher motivation. Such initiatives include joint farming activities, establishment of tontines and hair dressing salons.

In May 2015, L3 M&E carried out visits to four schools to assess the PTC initiatives. Four schools with PTCs Initiatives were visited in Gisagara and Nyamagabe Districts, two schools respectively.

Methodology

L3 M & E team held focus group discussion with PTC and school leadership representatives to discuss the development process and the status of PTC initiatives and examine how the initiative is contributing to teachers' motivation. L3 team also conducted site observations to gather information on the status of the PTC initiatives as part of the data quality assessment process.

Findings

PTC Initiative at Mbogo- Musha Sector- Gisagara District

At Mbogo PS in Gisagara District, under the coordination of PTC, parents initiative income



Figure 12: Banana Plantation at Mbogo PS

generating activities with intention of boosting teacher motivation and also of improving teachers' welfare. The initiative was started as an outcome of the training delivered by Concern.

With the training, we understood that we have to play a key role in improving the motivation and the morale of our teachers. Before, it was as if we were not concerned.

PTC President revealed.

The following are the key features of initiative:

- Four PTC members were trained on teacher motivation. After the training they organized an information sharing session for the parents and teachers. From this session, they organised actions plans to undertake joint activities with teachers.
- The IGA undertaken comprises a banana plantation and a cattle keeping project which provides milk for teachers.
- On annual basis, Parents under the coordination of PTC provides an award to the best performer teacher which is reported to increase the teacher motivation; boost teachers' attendance and commitment to work.
- The PTC initiative was awarded by Concern with a prize worth of 620,000 Frw which boosted the contribution of parents to set up the initiatives.
- PTC members reported that despite the commitment of parents, they have faced challenges such as lack of rain; to deal with that with consultation of parents, they adapted the project mainly by changing the timeframe of the project activities.
- It was reported that the initiatives is still implemented. To ensure the sustainability, they have set up accountability mechanisms whereby on term basis they present the progress to the parents' general assembly what has been achieved and together new plans are set up.



Figure 13: Cattle keeping project at Mbogo PS

engagement, there was a great increase of teacher motivation which is observed in their dedication to their work, regular attendance and team work spirit; the factors which were not common in the past.

- PTC members and school leadership are planning to improve their farming project and become role model in farming in their sector which will increase the parent's involvement in education as they will be also serving the community.

The Monitoring team probed to assess how the school leadership and PTC members appreciated the teacher motivation with such initiatives.

It was reported that due to the collaboration and parents

PTC initiatives at MUNYEGERA Primary School- Musha Sector in Gisagara District

After PTC training, PTC members and teachers at Munyegera Primary Schools, held consultations on how to increase the parents' role in education through community support to teacher motivation, to literacy and equity in education. As an outcome of the consultations; PTC members and teachers undertook initiatives aiming at boosting the teacher motivation and improving their welfare conditions.



Figure 14: Rabbit rearing Project at Munyegera PS

improvements in the involvement of parents and school management and interest to support in education.

Commenting on the role of PTC initiatives to enhance teacher motivation, the Head teacher mentioned that such initiatives improve the teacher's welfare at their home and at school.

"Provision of lunch at school helped to eradicate the challenges we used to face with teachers attendance whereas the goat and pigs given to teachers are improving the productivity of their farming activities and also generating some good incomes". He narrated.

Despite the achievements, teachers and PTC members at Munyegera PS realized that there are challenges which are still hampering the involvement of parents to support teacher motivation. The main challenge includes the low participation of parents in such initiatives. To handle this, PTC members and school leadership keep organizing awareness raising campaign through parents assembly held at school and use of existing community gathering; strategies, which are reported to yield positive results.

Two different initiatives, which were undertaken, focused on livestock farming and provision of lunch to teachers. The livestock initiative comprises rabbit, goats and pigs rearing. It is worth noting that the rabbit project is implemented at the school with 42 rabbits, whereas 8 goats and 5 pigs were given to teachers with intention to increase the farming productivity.

The award of 620,000 Frw given by Concern to boost the PTC achievements supplemented the contribution of parents and teachers.

With the on-going implementation of PTC initiatives to support teacher motivation teachers reported

PTC Initiative at Mujuga Primary School – Kitabi Sector in Nyamagabe District

PTC members at Mujuga Primary School located in Kitabi Sector of Nyamagabe revealed that they have been trained by Concern on aspects of community support to teacher motivation, community support on teacher motivation and community support to equity in education.

From the training, one of their actions plans was to undertake joint initiative, which comprises parents, teachers under the coordination of PTC. An initiative, which was generated, focused on pig rearing. The initiative received 620,500 FRW as an award from Concern.

It was observed that the initiative is at its initial stage; however, PTC members reported that they hope that the project will be lucrative and yield good returns which will improve the teachers' welfare. School leadership and teachers reported an improvement in school community partnership, which is expressed through joint planning and collaboration and increased role of parents in children's education.

"We did not receive any material incentive from parents as a motivation factor but we are gradually being motivated by their increasing involvement in education of their children. In some instance, we plan together for what needs to be done in the school. PTC members do a lot to mobilize parents on how to support their children read at home. With such initiative, we feel motivated as we observed that teaching and learning are not our sole responsibility" A teacher at Mujuga Primary School revealed.

PTC Initiative at Muyange Primary School – Kitabi Sector in Nyamagabe District

As a result of PTC training organized by Concern, PTC members at Muyange Primary School initiated two different initiatives aimed at improving teacher motivation. Those initiatives, which are at their initial stage; include a tontine, which include parents and teaches and also a project on goat keeping.

They reported that they are continuously raising parents' awareness in collaboration with local leaders and opinion leaders in the community in order to increase parents' involvement in initiatives for teacher motivation.

Comments on the findings

At four schools visited, it was observed that PTC members in collaboration with school leadership generated initiatives aimed at boosting teachers' motivation. Such initiatives are undertaken after consultation with teachers and considering the school context. Teachers in all four schools reported that such initiatives enhanced their collaboration and partnership with PTC members and increased their motivation, which is translated in teacher attendance and commitment to the work.

At the four schools, the low turn up of parents in school- community activities remains a challenge hampering not only the effective implementation of community support to teacher motivation but also community support to equity and literacy.

PTC members and the leadership maintain awareness raising among parents on their agenda. Members emphasise the importance of the role of parents in their children's education and the importance of teacher motivation, equity and literacy as discussed in PTC training, through community gatherings and parents general assembly held at school level.

Recommendations

It was recommended that PTC and school leadership should be always accountable to the general community for the results achieved in initiatives to support teacher motivation. This should be done in open days and general parent's assembly meetings. This will increase the confidence of parents towards PTC and the school leadership and will be a factor for increasing the parents' involvement in education.

For Concern, there is a need to enhance the monitoring the functionality of PTC and follow up with the PTC initiatives to teacher motivation. This is should be enhanced through existing monitoring mechanisms done by Sector Education Officer and Concern Staff.

Compiled by

BUGINGO KAMANA Dieudonné

L3 Monitoring and Evaluation Manager

| | | | |
|---|---------------|---------------|--|
| DQA Checklist | | | |
| Date(s) of Assessment: 06/30/ 2015 | | | |
| Intermediate Result: Improved quality of teaching | | | |
| Indicator: 3.2.1-32 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support (Output) | | | |
| Type of indicator: __ Standard f-indicator <input checked="" type="checkbox"/> Custom indicator __ Other (explain) _____ | | | |
| Period for Which the Data Are Being Reported: Annually | | | |
| Data Quality Assessment methodology: <p>The DQA was conducted between VSO staff and the assessment team whose composition is mentioned below. The first step of DQA was the visit to 2 TTCs namely Mururu and Rubengera to discuss with students teachers and tutors the support given by VSO under L3 framework.</p> <p>The DQA process was guided by EDC internal DQA guide focusing on focusing on five data quality criteria including Validity, Reliability, Timelines, Integrity and Precision. Both parties provided immediate feedback on the quality of data and additional feedback are documented in DQA report to which VSO provided responses before the validation.</p> | | | |
| Assessment Team Members: BUGINGO K. Dieudonné and Placide SIMBIZI (EDC/ L3) Silas UDAHEMUKA (VSO) | | | |
| DATA ACQUISITION (from PMP) | | | |
| Measurement Tool: Attendance sheet and TTC registration records | | | |
| Data collection method: n/a | | | |
| Data Source: VSO Database for L3 Project | | | |
| DATA REVIEW | | | |
| | Target | Actual | Reasons for difference |
| Expected Targets/Actual for the Quarter | | | Actual results will be reported in Q4 of FY 2015 |

| DATA QUALITY REVIEW | | | |
|--|----------|---------|--|
| | yes + | no 0 | BRIEF COMMENTS |
| VALIDITY: Data should clearly and adequately represent the intended result. | | | |
| 32. Is there a clear data collection tool (s) in place for this indicator? | X | | VSO has an online system (Information Management Platform for Action Change and Transformation – IMPACT) which helps to record training participants. In addition TTC registration records allow capturing numbers of students teachers being supported in TTC. |
| 33. Has the tool(s) been piloted? | X | | The online system has been tested and the attendance logs have been improved to capture all relevant training information. |
| 34. Are the people collecting data qualified/ trained and properly supervised? | X | | All VSO LNA volunteers are trained on how to use the online system and on protocols on recording training participants. |
| 35. Were tools/instructions understood by those collecting and recording data? | X | | VSO LNA Volunteers are conversant with the existing tools and online system designed for recording training participants. |
| 36. Were definitions in the PIRS followed? | X | | The data for the indicator are collected as stipulated in PIRS. |
| 37. Were known (documented) data collection problems appropriately assessed? | X | | The online system is regularly checked for improvement. |

| DATA QUALITY REVIEW | | | |
|--|----------|---------|---|
| | yes + | no 0 | BRIEF COMMENTS |
| 38. If raw data are subject to computation/ compilation, are the formulas written down and consistently applied? | X | | The online system automatically analyzes the data reported by highlighting disaggregation. |
| 39. Are steps taken to correct known (documented) data errors? | | | n/a |
| 40. Are data quality problems clearly described in quarterly and final reports? | X | | The data collected are reported on annual basis. |
| 41. Does the information collected measure what it is supposed to measure | X | | The data which will be reported will reflect the number of students teachers enrolled in a specific TTC. Only Year One students will be counted to avoid any double counting. |
| 42. Do results collected fall within a plausible range | X | | The targets reflect the estimated number of students teachers newly enrolled in TTCs. |
| 43. Is there reasonable assurance that the data collection methods being used do not produce systematically biased data (e.g. consistently over- or under-counting)? | X | | The registration records allow tracking the status of students teachers (repeaters and newly enrolled). This allow avoiding any double counting. |
| RELIABILITY: Data should reflect stable and consistent data collection processes and analysis methods over time. | | | |
| 44. Is a consistent data collection process used from quarter to quarter, location to location, data source to data source? | X | | The same mechanism of online system and TTC registration records are used to track numbers students teachers supported. |
| 45. Are data collection and analysis methods | X | | Data collection and |

| DATA QUALITY REVIEW | | | |
|--|----------|---------|---|
| | yes + | no 0 | BRIEF COMMENTS |
| documented in writing and being used to ensure the same procedures are followed each time? | | | analysis in VSO are guided by the written protocol referred to as Programme Monitoring and Learning Tool (PMLT) |
| 46. Are there procedures in place for <u>periodic review</u> of data collection, maintenance and processing? | X | | |
| 47. Are data collection, cleaning, analysis, reporting and quality assessment procedures documented in writing? | X | | Whenever there is intensive data collection for evaluation (as opposed to ongoing monitoring which follows the online reporting platform), procedures are document in writing. |
| TIMELINESS: Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision making. | | | |
| 48. Is data collected regularly and timely according to the PMP and M&E plans? | X | | The data for this indicator are collected on annual basis as per PMP |
| 49. Is data properly stored and readily available within 90 days from collection? | - | - | n/a |
| 50. Are data available frequently enough to inform program management decisions? | X | | The data collected for the indicator are reported as L3 Initiative's performance and internally, data collected are discussed with stakeholders in annual partnership review to discuss VSO annual performance. |
| PRECISION: Data have a sufficient level of detail to permit management decision making; e.g. the margin of error is less than the anticipated change. | | | |
| 51. Is there a method for detecting duplicate data? | X | | TTC registration records allows tracking any duplicate for data reported for this indicator – Only |

| DATA QUALITY REVIEW | | | |
|---|----------|---------|---|
| | yes + | no 0 | BRIEF COMMENTS |
| | | | improvements need to be done on the online reporting system to ensure automatic detection of data duplication. |
| 52. Is there a method for detecting missing data? | - | - | n/a |
| 53. Is the data collected for all the required disaggregated (i.e. gender, grade, region, etc.)? | X | | Data collected are disaggregated by gender and by TTC. |
| INTEGRITY: Data collected should have safeguards to minimize the risk of transcription error or data manipulation. | | | |
| 54. Are there proper safeguards in place to prevent unauthorized changes to the data? | X | | Each system use is allocated a personalized account and each user has access only to specific modules defined by his / her role. Changes into the system can only be made by the administrator. |
| 55. Are mechanisms in place to prevent corruption of the data for personal, political, or professional interests? | X | | Same comment as above. |
| 56. Are mechanisms in place to prevent unauthorized changes to the data? | X | | Same as above. |
| 57. Is there independence in key data collection, management, and assessment procedures? | X | | Yes, this is achieved through clearly defined roles and responsibilities. |
| COMPLETENESS | | | |
| 58. Are there checks in place to make sure all intended participants or relevant units are represented in the data collect? (i.e. all training participants filled out post-training surveys) | X | | VSO Project staff visit TTCs to check the numbers of students teachers supported. |
| 59. Are there plans in place for if the indicator's actual are not meeting the target for that timeframe? | X | | Periodic review are organized with VSO LNA Volunteers to discuss their performance in terms of |

| DATA QUALITY REVIEW | | | |
|--|---|----------|--------------------|
| | yes + | no 0 | BRIEF COMMENTS |
| | | | support given TTC. |
| IF NO DATA WERE AVAILABLE | | COMMENTS | |
| 60. If no recent relevant data are available for this indicator, why not? | n/a | | |
| 61. What concrete actions are now being undertaken to collect and report these data as soon as possible? | n/a | | |
| 62. When will data be reported? | n/a | | |
| SUMMARY | | COMMENTS | |
| Based on the assessment relative to the five standards, what is the overall conclusion regarding the quality of the data? (<i>poor, fair, good, excellent</i>) | Good | | |
| Significance of limitations (if any): | There are no limitations so far observed with this indicator. | | |
| Actions needed to address limitations: | Upgrading the system for it to be able to automatically detect data duplication. This might involve capturing participants IDs into the system. | | |

Literacy, Language and Learning Initiative

Data Quality Assessment - Field Visit Report

Indicator: 3.2.1-32 Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support (Output)

June 2015

Background

VSO Literacy and Numeracy Advisors (LNAs) are embedded in 13 Teacher Training Colleges (TTCs) to provide day-to-day support in literacy and numeracy and teacher training reforms. LNAs build TTC capacity by working closely with TTC tutors in planning and delivering lessons and introduce best literacy and numeracy practices and the use of L3 instructional materials.

LNAs also provide support to pre-service students as they prepare for teaching practice. LNAs extend their support to in-service primary school teachers in what is known as “outreach program” aiming at making the TTC as the center of excellence where primary school teachers can get support. LNAs are also involved in a number of additional activities including:

- Extra curricula activities centered around support TTC clubs such as English club, debate club, writing club, etc. in support of English language skills
- Reading Awareness Campaigns
- Instructional materials making workshops, Writers Workshops, and Math Camps
- Activities to develop a culture of reading in TTCs and beyond in primary schools in the vicinity of the TTCs

Once a year, L3 M&E team organizes monitoring visits to TTCs in the context of Data Quality Assessment to assess the support rendered by VSO LNA Volunteers under the L3 Initiative framework.

Methodology

In order to conduct data quality assessment for the indicator **3.2.1-32** *Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support*; the L3 team visited two TTCs: Rubengera and Mururu. Consultations through focus group discussions with student teachers and interview with tutors and Principal were held.

Field visit Findings

| # | Area of interest | TTC Mururu | TTC Rubengera |
|----|----------------------------|--|---|
| 1. | Knowledge about L3 | Student teachers at TTC Mururu are aware of L3 Initiative and reported that it is implemented in primary schools to enhance the literacy skills among children. They acknowledged that L3 materials both audio and print are used in primary schools in teaching and learning. | Student teachers recognized that L3 is a project which brings new teaching methodologies and materials in Primary schools to improve literacy and numeracy. |
| 2. | Existence of LNA volunteer | There is a VSO LNA VSO volunteer serving at TTC Mururu | There is a LNA in TTC Rubengera from February 2015 before from 2011, VSO Methodology and Resource Advisors (MRAs) supported TTC and supported L3 |

| | | | |
|----|---|---|---|
| | | | implementation. |
| 3. | Training on use of L3 materials | Students teachers reported that they are regularly trained by LNA Volunteers on use of L3 materials and to make teaching resources. They are continuously trained and specifically once a week they participate in story telling clubs | Students teachers reported that they are trained on how to use L3 materials |
| 4. | Participation in writer's workshop | Student teachers reported that they participate in writer's workshop. | Some of the students teachers reported that they have participated in writers workshops held in 2014 |
| 5. | Participation in Maths Camps | Student teachers reported that they participate in writer's workshop and math camps | Students teachers interviewed reported that there was not any math camps activities organized in TTC Rubengera in 2015 |
| 6. | Support received from VSO LNA volunteers in co teaching with Tutors | Students' teachers reported that LNA Volunteer supports tutors through co- teaching. | Student teachers reported that LNA Volunteer supports tutors through co- teaching. |
| 7. | General comments towards L3 materials and VSO LNA Volunteers support. | <p>Student teachers in TTC revealed that L3 materials are well designed and allow participation in teaching and learning activities.</p> <p>Student teachers reported that L3 materials (print and audio) available in TTCs are not enough given the number of student teachers who usually needs in lessons preparations before going to teaching practices.</p> <p>Student teachers highly appreciate the support given by VSO LNA volunteer, as the one assigned is credited for her innovations such as story telling club which they consider to enormously contribute</p> | <p>Student teachers mentioned that L3 materials are good to help children to learn and allow teachers to deliver participatory interactive lessons.</p> <p>Students teachers acknowledge that L3 materials given to TTC are not enough compared to the numbers of students who need them for lessons preparations and reference.</p> <p>Students teachers appreciate the support rendered by VSO volunteers but recommended that there should be improvement in L3 areas.</p> |

| | | | |
|--|--|--|--|
| | | to their English level and public speaking skills. | |
|--|--|--|--|

Recommendations

In two TTCs, student teachers appreciated the support rendered by VSO volunteers as it helps them to be conversant with L3 programme and they acquire new teaching methodologies and practices.

There is a need for VSO to ensure that LNA Volunteers assigned to TTCs deliver to the same extent and allow cross learning among LNA Volunteers to share their innovative practices which can be observed in one TTC but not implemented in the other one.

Compiled by

BUGINGO KAMANA Dieudonné

L3 Monitoring and Evaluation Manager

Annex 9: Print media stories

IGIHE.com \BB [News](#)



VISITS : 1035COMMENT: 0

American Ambassador, Minister of Education Record Audio Lessons for Primary School Students

Published on 4-06-2015 - at 08:41' by [IGIHE](#)

Beginning in 2016, P4 students in Rwanda's public schools will hear two distinguished voices in their classroom instruction. The U.S. Ambassador to Rwanda, Erica J. BarksRuggles, and the Minister of Education, Silas Lwakabamba, visited the audiovisual recording studio yesterday at the Rwanda Education Board (REB), where interactive audio lessons and teacher training videos are produced.

The Ambassador and Minister toured the studio and each recorded an audio story which will be used in P4 classrooms across the country next year.

The \$75,000 audiovisual recording studio was installed in May 2012 by the Literacy, Language, and Learning (L3) Initiative, a program of the United States Agency for International Development (USAID) that is implemented by the Education Development Center.

USAID's L3 Initiative develops a comprehensive package of Kinyarwanda, mathematics, and English learning materials for use in Rwandan schools nationwide.

This includes interactive audio lessons that teachers play in their classrooms using cellphones and portable speakers. Today, all public primary schools across the country are using these materials for P1, P2, and P3. Minister Lwakabamba explained, "Adopting a learner centered approach will go hand in hand with using technology to develop critical 21 st century skills, such as critical thinking, problem solving, communication and collaboration."



The Ambassador and Minister began their visit at Remera Catholic Primary School to observe a P3 English lesson in practice. The teacher played an audio program that demonstrates proper English pronunciation of the short stories that are read by the students.

This type of practice in English pronunciation will assist the students when they transition to English as a medium of instruction in P4. The audio programs also promote a positive culture of reading by presenting it as an enjoyable activity and exposing the students to a range of interesting fiction and nonfiction stories.

In the audiovisual studio, the Ambassador and Minister each recorded a short story that will be included in P4 learning materials, which will be implemented in schools nationwide beginning in January 2016. The Ambassador read “The Story of Cat and Mouse,” a clever narrative about a mouse’s attempt to retrieve his tail from a cat.

The Minister recorded a short poem entitled “Fix that Noise!” about a carpenter and plumber who repair broken items in a house. Both stories support Rwanda’s new competence based curriculum.

“The United States is committed to partnering with the Government of Rwanda to support and strengthen literacy and English language skills because they are critical to improving learning outcomes,” said Ambassador Barks-Ruggles.

“We can also use technology to make reading interesting and fun for the students, and help to nurture a lifelong love of reading.”

Reading: Government pushes for more local content

By: SOLOMON ASABA

- **PUBLISHED:** May 27, 2015



Rwamukwaya speaks at the event yesterday. (Solomon Asaba)

More in News

- [Farmers seek help in bid to beat climate change](#)
- [The death of co-curricular activities in schools](#)
- [Kigali forum to examine mandate of peacekeepers](#)

IT is not feasible to promote the reading culture if books are not readily available.

The remarks were made yesterday, by the Minister of State in charge of Primary and Secondary Education, Olivier Rwamukwaya, during the launch of ‘Andika Rwanda 2015’.

‘Andika Rwanda’ is a national competition for writing stories and poems, which is part of the campaign to promote the culture of reading and writing among the youth.

Rwamukwaya emphasised that the ministry sees the need to produce more local content as a priority and is trying to unlock the story-writing talents in primary and secondary schools.

“As these efforts become more widespread, there will be a significant increase in the number and quality of reading materials and opportunities for Rwandans in urban and rural areas to access them,” Rwamukwaya said.

Calling on stakeholders to mobilise the most isolated communities to set up and manage their own libraries, the minister lauded efforts of development partners and ‘Andika Rwanda’ for promoting creativity among Rwandans.

“I know how much time and efforts are put in organising and planning such writing competitions and I thank development partners and the Rwanda Education Board (REB) for spearheading this initiative,” Rwamukwaya added.



(L-R) Janvier Gasana, Olivier Rwamukwaya and Emile Rudasigwa, education specialist at USAID
Janvier Ismael Gasana, the director general of REB, added, that much as people are picking interest in reading, there are not enough publications made basing on the Rwandan context.

He called on publishers to bring teachers and parents on board in efforts to promote literacy based on Rwandan culture and norms.

“If we produce the books ourselves, the cost of publishing would be much lower hence ensuring sustainability of the reading culture which we are promoting,” Gasana.

Arthur Barigye, a representative of book sellers and publishers, commended efforts by the ministry. Local publishers are now working tirelessly to feed the market with relevant content, he said.

“Writing is not easy, it is tasking and requires not only experience but also a lot of finance, that is why publications in the country are very few but we are looking forward to change the situation,” Barigye said.

He added that, despite the challenges, more than 10 publishing houses are already active in Rwanda.

Second Andika Rwanda writing competition launched

May 26, 2015 | Filed under: [Daily News, National](#) | Posted by: [Diane Mushimijimana](#)



Marcia Musisi-Nkambwe, deputy mission director of USAID, and Janvier Ismael Gasana, the director general of the Rwanda Education Board. (photo Denis Kato Rutahunga)

The ministry of education in partnership with the United States Agency for International Development (USAID) has launched the second 'Andika Rwanda' 2015 competition.

The competition involves writing stories and poems in English or Kinyarwanda for children and all Rwandan primary and secondary students as well as adults are eligible to participate.

Primary and secondary school students will submit their entries to their teachers before June 26. Sector and cell officials will receive submissions from adults.

Winners will receive a trip to Kigali for a writing symposium and an awards ceremony where they will be presented with prizes and their stories and poems will be professionally edited and published.

"Basing on the previous competition, we have seen that we have young Rwandans who can produce quality reading materials that will help increase the number of locally produced materials in schools," Janvier Ismael Gasana, the director general of the Rwanda Education Board, said.

He added that getting local writers and publishers will help reduce on the cost of importing learning and reading materials.

Virginie Mukandayisaba, a P4 pupil from Karehe Primary School, whose poem entitled: "Uburezi Budaheza" won last year's competition encouraged fellow students to submit their entries in time, adding that their submissions will contribute towards the development of literature in the country.

According to a statement from the Ministry of Education, 'Andika Rwanda' was born from the need for Rwandan children to have access to enjoyable reading materials written by Rwandans, in the Rwandan context and with Rwandan values.

Annex 10: Activity briefs

Interactive Audio Instructional Materials Development

Interactive Audio Instruction (IAI) programs ensure that all students, urban and rural, girls as well as boys and both struggling and accomplished learners, have equal exposure to a high-quality literacy and numeracy program that introduces them to the full complement of the skills required to become autonomous readers and writers.

Background:

IAI lessons are one component of L3's instructional materials, which also include teachers guides, pupils' daily readers, and read aloud stories. The lessons ensure that all learners everywhere are accessing the same quality instruction. Each lesson targets specific skills and models a complete lesson teaching those skills, using the instructional practices outlined in the L3 program. The scripts are to help with modeling numeracy chants and correct pronunciation and reading both in L1 and L2 and offer opportunities for both teachers and pupils to improve listening skills in language acquisition. Three sets of IAI programs have been developed: Kinyarwanda P1-P3, aimed at easing the transition to English as the language of instruction in P4, English P1-P4, and P1-P4 mathematics.

The development of the IAI lessons began in 2012 following the installation of a \$75,000 state-of-the-art audio visual studio at REB's Curricula and Pedagogical Materials Development department. The lessons are developed in line with the instructional materials development process. After a script is drafted, it undergoes an in-house field test and then is recorded. For the recordings, L3 recruited adult voice actors as audio teachers and children from neighboring primary schools as the audio children. The audio is edited and then formatively evaluated. Since 2012, L3 has been working closely with Remera Catholic Primary School on this field testing. The script is then edited, the changes recorded, and a final check performed. For distribution, L3 uploads the audio content onto SD cards, which teachers use in cell phones with portable speakers to broadcast the lessons in their classrooms (The SD cards, mobile phones and speakers are all supplied by L3.)



Achievements to date:

- CPMD Studio fully refurbished and revamped
- 230 P1, P2, P3 Kinyarwanda audio lessons produced and distributed.
- 304 P1, P2, P3 English audio lessons produced and distributed.
- 144 P1, P2, P3 Mathematics audio lessons produced and distributed.

The Way Forward:

For P4, L3 is developing 304 English audio lessons which will be distributed to schools across the country. With these lessons, teachers will become experienced in using evidence-based teaching strategies to improve their students' literacy and numeracy skills. In particular for English, both students and teachers will develop their confidence and competency in the use of English language.

REB has nominated two staff who sit and work in the studio with the L3 team regularly. It is an opportunity to learn how to use the studio equipment and software so that REB can continue to produce audio-visual education materials with or without L3. Such materials can continue to support teaching and learning at all levels and could be shared on One Laptop per Child laptops, among other devices.



L3 Community Literacy and Numeracy Volunteer Program

Community engagement and parent involvement in children's education is a key component of quality education. This is why L3 organized the Community Literacy and Numeracy Volunteer Program (CLNVP) in which community volunteers support young learners with literacy and numeracy activities outside the classroom. L3 partner Never Again Rwanda, a local NGO with experience in community organizing, implemented the initiative.

Background

From 2013 to 2015, the CLNVP was conducted as a pilot initiative in Bugesera district in the sectors of Shyara, Nyarugenge, Ngeruka, Mareba, and Ruhuha and involved 20 schools. Before beginning the program, NAR reviewed existing literature, materials, and activities and met with relevant stakeholders to ensure the program aligned with L3 as a whole and to capitalize on existing quality resources. A volunteer handbook and training manual were developed to guide volunteers in supporting children to develop their reading and numeracy skills with games and learning activities.



Volunteers were recruited within the participating sectors, and a committee of NAR staff, local officials, and head teachers selected the volunteers. NAR trained the 30 community volunteers on the use of L3 diagnostic tools, working with children, conducting learner-centered reading sessions, facilitating math games, and volunteer ethics. Volunteers were also provided with bicycles and cell phones to support transport and communications for conducting the program. The official launch took place in February 2014.

Volunteer Sessions

Volunteers held sessions on weekends and during holidays. During the sessions, children sat in groups of 2 to 10 children for reading activities. Some of these activities included the volunteer reading aloud to children, while engaging them by asking them questions before, during and after reading, shared reading among children, group guided reading, and independent reading. Children were encouraged to summarize stories in their own words, dramatize parts of the story, and discuss how the story related to their own lives and experiences. Children also played various games at each session, including mathematics games played with dice. Volunteers used L3 instructional materials as well as books from an L3 Community Mobile Library.



To ensure children's participation, volunteers worked with schools and local leaders to sensitize parents about the importance of the sessions through *umuganda* and home visits. Volunteers reported that through such efforts, parents' attitudes about reading were changing.

The sessions proved to be very popular with children. On April 17, 2014 NAR visited GS Gihinga in Shyara Sector where two volunteers were conducting a session of Kinyarwanda reading and math games with 300 children. Another visit was conducted on April 27th to Murambi Primary School in Nyarugenge, where 341 children were engaged in a Kinyarwanda group reading session. A third visit was conducted to GS Maleba in June, where 367 children were attending a reading session.

Achievements

- Community volunteers held 40 literacy and numeracy sessions
- Over 3,000 children participated in the sessions
- One of the community volunteers, Celestin Nyandwi, was inspired by the program to open a nursery school and teach using the same engaging techniques. 25 children have so far benefited from the school.

The way forward

As part of the pilot initiative, L3 developed a handbook with best practices and lessons learned. It is hoped that this handbook will inform a scale up of this initiative so that more communities across the country can be involved in volunteering in the support of children's literacy and numeracy skills.

L3 Community Mobile Library Initiative

In 2011, assessments carried out by the Ministry of Education showed that a significant percentage of students were not reading at grade level, which was having a negative impact on the quality of their learning. Children who read more read better, especially when they read both in school and at home. When there are books in homes, when children see their family members reading, and when children are read to at home, their reading skills improve. However, in many families, reading materials are scarce.



L3's Community Mobile Library (CML) Initiative aims to provide interesting reading materials for all interests and ages, providing the resources for a culture of reading in the home and community.

Background:

The L3 CML Initiative aims to put books in the hands of children, parents and community members. L3, working closely with community partners, establishes libraries across the country in the most rural and low-income communities, where there is little opportunity to access rich and enjoyable reading materials. Volunteers, community-based civil society organizations, churches, and other partners mobilize and organize communities to use libraries well.

Each library contains both Kinyarwanda and English books, at a variety of reading levels and on a variety of topics. There are picture books, simple illustrated story books as well as short novels for secondary students and adults. Titles were critically reviewed for selection in the libraries to ensure they were approved by REB for use in schools and also in line with Rwandan culture, values, and interests.

USAID, REB, and L3 officially launched the initiative in December 2012 at a ceremony on the CPMD grounds. In 2012 and 2013, the initiative was piloted by Peace Corps volunteers at seven sites across the country. Informed by this experience, the rollout of the initiative then followed and the initiative was extended to civil society organizations. L3 conducts regular site visits to monitor library implementation and provide support as needed.

Volunteers or CSOs community based managing L3 CMLs

| Volunteer/CSO | Nbr |
|-----------------|-----|
| PCV | 24 |
| Catholic Church | 14 |
| VSO | 5 |
| ADEPR | 4 |
| AVSI Rwanda | 2 |
| EAR | 2 |
| SANGWA | 2 |
| UMUHUZA | 2 |
| EMLR | 1 |
| KWCB | 1 |



Delivery of Kitabi CML



Delivery of Ruramba CML

At this point, L3 CMLs are not truly mobile libraries, as most of them are just established in one community, though there are discussions of different models of how to share them with other communities. By 2016, L3 will have distributed at least 80 libraries.

Achievements to date

L3 has so far distributed 60 community mobile libraries in all of Rwanda's 30 districts, each containing nearly a thousand different titles for a variety of reading levels and interests. Picture books, storybooks, and novels appeal to a wide range of age groups so that mobile libraries engage not only schools, but also the entire community in reading enjoyment. In total, more than 66,000 books have been distributed.

"Since the library is run by the community," says library volunteer Niragire Elisabeth, "it shows that reading isn't only for school."

In Gicumbi, Nshimiyimana has already seen the impact on his four-year-old daughter, Laissa, who is in nursery school. "When I come to the library, she wants to come with me and take a book," he says. "She likes it a lot!"

Laissa isn't the only one. On the library's busiest days, groups of children will line up outside the crowded library, eager to read and to have the adults explain their favorite stories. "When they see me reading," says library volunteer Leocadie Nyirabihinda, "they are also encouraged to read."



Nyamasheke CML launched in partnership with RLS including booth books from EDC and RLS



Nyamagabe CML launched by a PCV



CML Cyuru – Gicumbi



Ruramira CML by PCV





Rambura CML by Catholic Parish



Kabeza CML by SANGWA a local NGO

Gashali-Karongi CML by VSO

The way forward:

L3 will continue to roll out the CML initiative to the most remote areas of the country, including on Nkombo and Mazane islands on Kivu and Rweru Lakes. Next year, 15 libraries will be distributed, bringing the total at the end of the L3 Initiative to 85.

The first CMLs launched by Peace Corps Volunteers initially excited and attracted community members. However, in time, excitement waned and attendance dropped. Due to the nature of the volunteers' contracts, volunteers have one year to facilitate the establishment and management of libraries. The community management structures that they put in place to manage the libraries have not survived the departure of the volunteers at the close of their contracts. To ensure the sustainability of the libraries, L3 extended the project to community-based civil society organizations.

Of the 32 libraries distributed in 2014, 75% are being managed by civil society organizations. Parishes and local associations are also successful implementers of CMLs. In total, 33 memorandums of understanding have been signed with civil society for the implementation of CMLs. L3 has also launched three CMLs in Nyamasheke, Rusizi, and Rulindo in partnership with Rwanda Library Services. At the close of the L3 Initiative, it is hoped that these organizations continue to support and manage the libraries in these communities.

L3's Training of In-Service Teachers:

Through REB's School-based Mentoring Program and by Direct Training

The L3 Initiative aims to strengthen teaching and learning so that children leave primary school with solid literacy and numeracy skills. To achieve this goal, teachers need not only effective teaching and learning materials, but also sufficient training on using the up-to-date teaching strategies embedded in the materials.

Background:

School-based Mentoring Program

L3 works closely with the Rwanda Education Board (REB)'s School-based Mentoring Program, which places school-based mentors, overseen by senior mentors, at two schools each to support teachers' continuous professional development.

L3 together with REB Teacher Development and Management (TDM) train senior mentors, who then cascade the training to school-based mentors, who further cascade the training to the teachers at the schools where they work. In addition, school-based mentors provide regular sustained professional development using coaching, mentoring and self-directed video learning modules to provide support to teachers to improve their teaching of literacy and numeracy skills.



L3 first determined which specific aspects of teachers' literacy and numeracy instructional practices need to change to ensure that students perform at desired levels. L3 has developed interactive video-based resource packs about early grade reading, English language, mathematics, best school leadership practices for high literacy and numeracy results, and use of L3 instructional materials. The modules feature Rwandan teachers modeling effective use of the L3 materials and the new teaching practices they introduce. During training, senior and school-based mentors use these resources to ensure that nothing is lost in the training cascade. L3 provided mentors with netbook computers and pico projectors for this purpose.

Direct Face-to-Face Training

For schools without mentors, L3 provides direct face-to-face training, ensuring that all teachers nationwide are able to effectively use the L3 materials, technologies, and methods.

The REB Director General sends an invitation to District Education Officers (DEOs) ahead of these trainings. L3 Provincial Coordinators then work closely with Sector Education Officers (SEOs) to select training sites and the training dates. For hard to reach areas, more than one site in the district are identified to shorten the distance teachers must travel to attend the training. DEOs and SEOs then invite teachers from schools without mentors to the training. During this time, the L3 Program Implementation Coordinator works closely with REB Teacher Development and Management (TDM) and Education Quality and Standard (EQS) departments to avoid conflicting activities.

L3 Provincial Coordinators then coordinate the various trainings with support from other L3 staff, VSO volunteers, some mentors, and experienced teachers from L3 pilot schools. At the training, teachers learn about the different components of the L3 program and instructional materials. Following the training, the L3 M&E and technical teams, REB inspectors, DEOs, and SEOs conduct school visits to follow up and provide support to teachers. DEOs and SEOs bring any challenges to the attention of the L3 Provincial Coordinators for additional follow up.

Achievements:

In 2014, when P1 and P2 instructional materials were distributed nationwide, school-based mentors provided training to P1 and P2 teachers in the schools where they work, and L3 provided a two day face-to-face training for P1 and P2 teachers at schools without mentors. The same took place in 2015 for P3 teachers.

To date, 17,907 P1, P2, and P3 teachers have been trained. 910 senior and school-based mentors have supported the L3 program by training and supporting teachers.

**The Way Forward:**

In 2016, P4 teachers will be trained on the use of the L3 P4 materials in the same manner. At the close of the L3 Initiative, early primary teachers of Kinyarwanda, English, and mathematics will be equipped with best practices for teaching literacy and numeracy, with the expected result of improved student achievement in literacy and numeracy. L3 works closely with REB TDM to ensure that at the close of L3, teachers will continue to receive continuous professional development support in teaching literacy and numeracy.

L3 Instructional Materials

Rwanda's Education Sector Strategic Plan recognizes that if Rwanda is to raise a new generation of proficient and critical readers and writers, it must create environments where literacy flourishes – where reading and writing are both encouraged and rewarded. That means ensuring that children have access to quality reading materials, to informed reading instruction, and to communities that support their efforts to become proficient readers and writers.



L3 develops print and audio instructional materials to support the development of children's curiosity about print and to guide teachers on the reading strategies. Materials for mathematics encourage mathematical thinking, supporting children to gain critical thinking and problem solving skills which they can apply to real life situations.

Background:

Since 2011, L3 has been developing teachers guides, pupils daily readers, teacher read aloud stories, and interactive audio lessons for Kinyarwanda, mathematics, and English, working closely with subject specialists in REB's Curricula and Pedagogical Materials Development (CPMD) department on every stage of the development process. L3 began with an analysis of the existing materials and the national curriculum which informed the identification of targeted skills, instructional strategies, and key social messages.

L3 then developed scope and sequences and weekly master plans to outline how and when skills will be taught. Throughout the materials development process, L3 does ongoing formative evaluation. In 2013, L3 piloted all instructional materials for P1 and P2 at 90 schools in 5 districts. The L3 technical, implementation, and M&E teams also conduct school visits regularly for lesson observation to inform the revision of instructional materials. Before materials are printed for nationwide distribution to schools, materials are vetted by REB's Textbook Approval Committee. Once materials are approved, printed, and distributed to schools, L3 and mentors conduct training to ensure that teachers are ready to use the new materials and methods they introduce.



Achievements to date:

- 6,203,923 P1 & P2 books (Kinyarwanda, English and Mathematics, Teacher guides, Read aloud story books and Pupils Daily Readers) have been developed and distributed across public primary schools in Rwanda.
- 877,477 P3 books (Kinyarwanda, English and Mathematics, Teacher guides, Read aloud story books and Pupils Daily Readers) have been developed and distributed across public primary schools in Rwanda.

The Way Forward:

In 2015, L3 is developing print and audio materials for P4 English and mathematics, aligned with the new competence-based curriculum. Materials for P1-P3, once aligned with the new curriculum, will serve as the core curriculum materials for schools across Rwanda.

At the close of L3, schools across the country will have materials for P1-P4, aligned with the competence-based curriculum, and embedded with evidence-based teaching strategies to ensure that all students, regardless of their gender, socio-economic status, or location, receive equal access to quality literacy and numeracy instruction. REB, through CPMD, will continue to develop and distribute such materials.

L3 Monitoring and Evaluation

The L3 M&E team assesses student performance in reading and math proficiency. This is in line with Rwanda's Education Sector Strategic Plan which states that early literacy and numeracy skills are a key focus and that assessments will be undertaken to inform teaching practice and improve literacy and numeracy skills. The team also works to strengthen the national system of assessing learning achievement.

The L3 Monitoring and Evaluation (M&E) system provides a continuous and systematic flow of data on the implementation of the L3 Initiative and students' literacy and numeracy skills. It tracks key outputs and outcomes and provides regular information on the quality of activities undertaken and their related results. The L3 M&E

Department is responsible for every link in the chain of the data collection system, including the design of data collection tools, the training of data collectors, the collection and analysis of data, and the rectification of any abnormalities, all while assuring quality control. This data is used to adjust and improve L3 delivery.



Background:

With the M&E system, the L3 Initiative evaluates both the performance of the project (i.e., implementation progress and achievements) and the impact of the project.

The result framework serves as the primary L3 management tool, enabling the management team to define and organize its annual workplan around the desired results, to gauge progress toward the achievement of results and to make appropriate adjustments to relevant programs and activities. It also serves as an effective communication tool, enabling the L3 team to succinctly capture and communicate the key elements of its implementation strategy and achievements.

L3 works closely with REB Education Quality and Standards (EQS) on the development of reading and mathematics assessments and with REB Teacher Development and Management (TDM) on the monitoring of the School-based Mentoring Program.

Outcome and Impact evaluation

The outcome and impact evaluation carried out under the framework of L3 are designed to provide rigorous data on changes in students' literacy and numeracy that can be attributable to L3 interventions.

For the impact evaluation assessment, the L3 initiative collects data on students' reading and math skills in a nationally representative sample of schools and students and compares the baseline and endline results using standardized curriculum-based tests.

The L3 assessments show the students' level of literacy and numeracy skills and changes overtime. The results allow USAID and REB to identify the proportion of students who have met fluency and comprehension thresholds. Such assessments also attempt to examine the correlation between students' learning results and the degree to which they have benefited from L3 support.

L3 M&E Specific features

a) DataWinners

DataWinners is an online data collection system established by Human Network International (HNI) which makes it possible to collect data through SMS using mobile phones. L3 uses DataWinners SMS to collect data from schools. The system is used by senior and school-based mentors to report their achievements in teacher training and also on use of L3 materials.

b) Survey to Go

Survey-To-Go is a mobile data collection software that enables users to create, conduct and manage electronic data collection online using mobile phones, tablets and laptops. L3 uses the system to collect data relating to class observation, grade monitoring and school monitoring. The system is also used in data analysis.

Achievements to date:

L3 has provided reliable and verifiable data on the performance and impact of L3 interventions and reported on a quarterly and annual basis. L3 has also conducted periodic assessments of student achievement in literacy (oral reading fluency and comprehension) and mathematics. The assessments provided L3 with key information on student achievement and support REB in establishing a system of regular national assessments.

The assessments so far undertaken include the following:

- Baseline carried out in 6 pilot schools in Bugesera District in 2012
- Bugesera Pilot Student Assessment carried out in September/ October 2013
- Rwanda National Reading and Mathematics Assessment Baseline held in September 2014

The way forward:

In September 2015, the L3 M&E team will carry out the Rwanda National Reading and Mathematics Assessment as a midline evaluation for P1 to P3 and the baseline for P4. In September 2016, L3 will carry out the assessment as an endline assessment. These assessments will not only serve as an indicator of the success of L3 interventions, but the results will also help to shape benchmarks for learning outcomes in primary schools in line with the national standards for reading and mathematics. This reference point will be beneficial to REB during data analysis of the Learning Assessment in Rwandan Schools assessments periodically implemented by REB.

L3 Pre-service Teacher Training



The Literacy, Language and Learning (L3) Initiative's strategic objective is to strengthen teaching and learning so that children leave primary school with solid literacy and numeracy skills. To ensure this objective, student teachers need to leave Teacher Training Colleges (TTCs) equipped with the skills and knowledge of how to effectively develop children's literacy and numeracy skills in the classroom. This is why L3, through VSO, works with the University of Rwanda's College of Education to introduce proven literacy and numeracy teaching strategies into pre-service education.

Background:

VSO Literacy and Numeracy Advisors (LNAs) are embedded in 13 TTCs to provide day-to-day support in literacy and numeracy and teacher training reforms. LNAs build TTC capacity by working closely with TTC tutors in planning and delivering lessons and introduce best literacy and numeracy practices and the use of L3 instructional materials. LNAs also provide support to pre-service students as they prepare for teaching practice. LNAs are involved in a number of additional activities including:

- Extra curricula activities, such as Debate Club and Film Club, in support of English language skills
- Reading Awareness Campaigns
- Instructional materials making workshops, Writers Workshops, and Math Camps
- Activities to develop a culture of reading in TTCs

Achievements:

To date, each of the original 13 TTCs has been or is being supported by a LNA volunteer.

Teaching Resource Centers (TRCs):

In 13 TTCs, VSO established TRCs where tutors, student teachers, and primary school teachers participate in sessions for making teaching resources.

Writers Workshops:

At Writers Workshops, tutors, student teachers, and primary school teachers learn the art of storywriting and produce their own story which can be used in the classroom. Participants have written more than 250



stories, some of which have been reproduced using rice sacks.

Math Camps:

Math Camps introduce participants to mathematical investigations, which are problem-solving exercises requiring mathematical thinking in a real-life context. Math Camps have been conducted in TTC Gacuba, TTC Save, TTC Cyahinda, and TTC Muhanga.

The way forward:

The College of Education is planning to reform the current TTC curriculum, and REB has proposed an ambitious Teacher Professional Development Policy which details reforms in TTC curriculum and practices. L3 will support the TTC in this time of transition. LNAs will also support TTC tutors and pre-service students as the new national competence-based curriculum is implemented in 2016.

LNAs work closely with TTC tutors and it is expected that tutors will continue to implement the activities when the project closes.

L3 Training of Parent Teacher Committees

Strong school management, leadership, and community engagement is a key component of Rwanda's Education Sector Strategic Plan. Parent and community involvement in school affairs would make a positive contribution to quality and equity in education. This is why L3 partner Concern Worldwide builds Parent Teacher Committee (PTC) capacity in roles and responsibilities and guides them in implementing activities to enhance community involvement in supporting teacher motivation, literacy, and equity in education. In this way, PTCs work to improve teachers' working conditions and provide support, sensitize parents on their role in supporting children's reading, and promote positive images of girls and other marginalized groups to reduce absences and drop outs.



Children received awards after a reading competition at Rugogwe Primary School/Huye

Background:

Concern begins by holding introductory meetings with key district officials and by presenting the plan for PTC training. Concern works together with SEOs to set training dates, identify sites, coordinate logistics, and identify the participants. Community-based facilitators (CBFs) prepare the training sessions with Concern's support.

Five members from each PTC attend the training. This includes the PTC president, who is a parent, the Vice President, who is a teacher, the secretary, who is the head teacher, a teacher representative, and school owner or SEO. PTCs get in-depth training on PTC roles and responsibilities, PTC functions, and PTC roles in supporting teacher motivation, literacy, and equity in education. Each PTC develops an action plan on these items after identifying current gaps.

After the training, the trained PTC members share what they learned with the remaining PTC members and together finalize their action plans. PTCs, Concern, and SEOs each get a copy of the action plans, and SEOs and Concern staff conduct follow up visits to monitor the implementation of the plans.

Concern works closely with REB's Teacher Development and Management (TDM) department and shares all plans and reports. TDM organizes meetings with all concerned partners to support the harmonization of training content and to assess training quality.

Achievements to date:

To date, PTCs have been trained in 11 districts: Bugesera, Karongi, Gasabo, Rulindo, Nyanza, Ruhango, Nyamagabe, Nyaruguru, Gisagara, Huye, and Muhanga.

- 669 PTCs have been trained
- 3,056 PTC members and SEOs have been trained
- 105 initiatives to support teacher motivation are being implemented



Children in the school now love to read and parents are working hard to see their children reading. This is possible because Concern trained us on how to involve parents in improving literacy.’ - Sostene Ruhamy, PTC President at Mugombwa PS- at the Launch of Literacy day in Gisagara District Sept 2014

The way forward:

With the support of the Rwanda Education Board, this PTC training can be scaled up nationally. Before the close of the L3 Initiative, Concern will train an additional 431 PTCs in Rulindo, Kayanza, Karongi, Bugesera, and Burera districts. Concern, together with SEOs, will continue to follow up and support PTCs in the implementation of their action plans, ensuring that through PTCs, communities across the country are actively involved in the support of teacher motivation, literacy, and equity in education.